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ABSTRACT

This curriculum guide provides instruction in assertive skills, personality types, and relaxation techniques for sixth-, seventh-, and eighth-grade students. Is is especially intended to increase the social skills of shy, withdrawn students; but it may be used with any students who demonstrate deficits in social skills. The guide contains 50 lessons which: (1) teach students how to deal with others in a successful, productive manner; (2) provide them with an awareness of personal differences; and (3) give them tools to reduce personal stress. Each lesson includes: title, goal, lesson overview, materials, procedure, transfer activity, behavioral objectives, and follow-up. The guide may be used in the classroom, in advisement groups, and/or in small-group counseling sessions. The lessons offer many experiential activities and role-playing situations. A glossary of terms used in the guide and a six-item bibliography of references are included. (DC)

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STAR

Social Thinking And Reasoning

CG400210

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SOUTHERN
Office of the Los Angeles County Superintendent of Schools
9300 East Imperial Highway
Downey, CA 90242

PROJECT OVERVIEW

CATALOG NUMBER: FP 000 336

LOCAL EDUCATIONAL AGENCY: Irvine Unified School District

PROJECT TITLE: STAR: Social Thinking and Reasoning (6-8)

ABSTRACT:

STAR: Social Thinking and Reasoning has developed an innovative program to teach critical social skills to middle school-aged children, and thereby, improve academic achievement, discipline and self concept, and prevent drug abuse. Research and needs assessments indicate that 40% of the students in grades 6-8 have social skills deficits and are susceptible to alcoholism and drug abuse. These skill deficits include shyness, withdrawn behavior, trouble coping with anxiety, difficulty asking the teacher for help, difficulty relating to peers, lack of self confidence, and difficulty in coping with pressure exerted by peers to experiment with alcohol and drugs. The program contains a curriculum of 50 lessons in social skills, understanding personality styles, and relaxation skills, all of which can be taught in a variety of classroom settings.

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Irvine Unified School District
Guidance Projects
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Irvine, CA 92714

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Assertiveness
Behavior Change
Counseling
Discipline
Drug Education
Guidance
Relaxation Training
Self Concept
Social Development

TARGET GROUP(S):

Counselors
Middle School Students
Parents
Psychologists
Teachers

TEACHING METHODS:

Discussion
Independent Study

LEARNING ACTIVITIES:

Art Activities
Games
Relaxation
Role Playing
Simulation

PROJECT MATERIALS:

Catalog Number	Title	Site
FD 002 041	STAR Curriculum Guide (6-8)	C/N/S
FD 002 042	STAR Student Handbook (6-8)	C/N/S
FD 002 043	STAR Parent Handbook (6-8)	C/N/S
FD 002 044	STAR Student Workbook (6-8)	C/N/S
FD 002 045	STAR Task Cards (6-8)	C/N/S
FD 002 046	STAR Charts (6-8)	C/N/S
FM 000 360	STAR Audiotapes and Worksheets (6-8)	C/N/S

DA

STAR

Social Thinking And Reasoning

PROJECT DIRECTOR

William Benn

PROJECT ADMINISTRATOR

Ann Foster

PROJECT PSYCHOLOGIST

Judy Senning-Brown

CURRICULUM COORDINATOR

Bunny Nurick

PROGRAM IMPLEMENTATION ASSISTANT

Douglas Dean

OFFICE PERSONNEL

Donna Rosenheck
Helen Troy
Donna Williams

EVALUATION CONSULTANT

Marie Otto

PROJECT CONSULTANT

Keith Golay, Phd.

PRODUCT CONSULTANTS

Barbara Damron
Irene Dormant
Julie Gale
Raylene Hayes
Christine Howald
Judy Senning-Brown
Nancy Singer-Cutuli
Rick Triplett

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A. Stanley Corey

DEPUTY SUPERINTENDENT - SPECIAL PROGRAMS, EVALUATION AND DEVELOPMENT

Bruce Givner, Phd.

Preface

During the developmental stage of adolescence, students frequently behave in ways that demonstrate shyness or withdrawal. Educational research shows that these continued behaviors can lead to more serious problems, such as drug abuse and alcholism. Staff and student needs assessments indicate that many middle school students can benefit from social skills education. Through a competitive process, the district was funded by the Elementary and Secondary Education Act, Title IV-C, to develop a comprehensive program for teaching social skills to middle school students.

STAR is a program for teachers and parents to utilize with middle school children. It is a goal of STAR to present social skills that promote improved academic achievement and increase positive, productive interactions. The curriculum may be used in the classroom, advisement groups and/or small group counseling sessons. Evaluation consists of collecting information on participating students and comparison student groups for the following: changes in social skills, academic gains, and changes in self-concept.

For adolescence to be a positive experience, it is important for middle school students to develop productive social skills. Any middle school student would benefit from participating in Project STAR.

STAR Products

To provide a complete social skills program to meet the needs of teachers, parents, and students; the following products were developed:

Star Curriculum	Comprehensive social skills education curriculum for 6th, 7th, 8th grade students demonstrating deficits in social skills. Lessons provide instruction in assertive skills, personality styles and relaxation.
Student Workbook	Collection of worksheets and information from the curriculum for student use in conjunction with the lessons.
Task Cards	Activities to be used as a resource for the teacher when a student needs additional instruction on a lesson topic. Each task card is cross-referenced to the lessons.
Audiotapes and Workbook	Audiotapes and workbook to be used as a resource for the teacher when a student needs additional instruction on a lesson topic. Each tape is cross-referenced to the lessons.
Concept Charts	Classroom charts (17" x 22") Illustrating important concepts presented in the curriculum. To be used as a visual resource for the teacher during presentation of the curriculum.
Student Handbook	An illustrated informational booklet for students on assertive skills. Covers inappropriate and appropriate use of skills.
Parent Handbook	An informational booklet for parents on assertive skills and assisting their children in utilizing these skills. Covers inappropriate and appropriate use of skills.

Introduction

The STAR Project was developed after research with staff and students that indicated that 40% of 6th, 7th, and 8th grade students show deficits in social skills. These social skills problems include extreme shyness, withdrawn behavior, difficulty relating to peers, and difficulty expressing oneself. Because of these social skills deficits, students suffer academically and emotionally.

Learning to interact and adjust socially can be an extremely difficult process for students. Aggressive children who disrupt the classroom are quickly recognized by the teacher and often referred for assistance in developing more appropriate social skills. But, the shy, withdrawn student is often overlooked. These children may demonstrate low self-esteem and high levels of anxiety as a result of their passive interactions with adults and peers. One possiblity in assisting these students is to provide training in successful social skills.

The problems of the shy and withdrawn student are often overlooked as these students get easily "lost in the shuffle" as compared to the aggressive, acting-out student. In an effort to assist teachers in providing an opportunity for these students to learn social skills, the STAR Project developed a curriculum of 50 lessons.

The STAR Project has been developed to meet the needs of the shy, withdrawn child by increasing his/her social skills. Of course, many of these goals are appropriate for other types of students in need of developing successful social skills.

The curriculum of the project provides lessons in the following areas:

Assertive Skills
Personality Styles
Relaxation

The goal of the project is to teach students how to deal with others in a successful and productive manner, to provide them with an awareness of personal differences, and to give them tools to reduce personal stress. Together these goals will give students an awareness of how to deal with others and how to handle themselves.

The lessons contain many experiencial activities through which the students can develop their skills. Role playing of situations has been found to enhance the transfer of the learned skill to real life situations. Through role playing, the students have the opportunity to practice new skills and discover what the response will be. Many of the lessons contain role playing activities, but there is a variety of activities and it is important for teachers to experiment to see what is the most successful teaching mode with their students. In implementing the lessons, it will be important for teachers to use their own teaching style.

The format of these lessons has been structured to blend with academic curriculum. Each lesson follows this format:

- TITLE
- GOAL
- LESSON OVERVIEW
- MATERIALS
- PROCEDURE
- TRANSFER ACTIVITY
- BEHAVIORAL OBJECTIVES
- FOLLOW-UP

The lessons have been structured to minimize preparation time and, in an effort to accomplish this, the sections have been written in a specific manner. The sections on Procedure, Transfer Activities, and Follow-Up are written as a teacher would present them to his/her students. These are only examples and guidelines which will need to be altered to blend with one's own teaching style.

When the teacher notices a student beginning to experiment with his/her skills in everyday situations and interactions, then the teacher can have confidence that the most successful teaching mode for presenting these skills has been utilized.

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SECTION 1

STAR
Social Thinking And Reasoning

SOCIAL RIGHTS

This section presents an important lesson on the observance of social rights. Each of us has certain human rights and students are aware of this fact. Many students, although, need to come to the awareness that if they believe they have certain rights and desire that those rights be respected, they also are stating that they accept this as true for others. Adolescent students have typically unlearned many social skills which helped them be respected and respect others as individuals. Beginning with this first lesson, students will be prepared to learn the social skills they have set aside.

LESSON 1

TITLE: INDIVIDUAL SOCIAL RIGHTS AND RESPONSIBILITIES

GOAL: TO INTRODUCE AND INCREASE AWARENESS OF SOCIAL RIGHTS

LESSON OVERVIEW: Introduction to Project STAR and Rights

MATERIALS: Copy of "Rights"

PROCEDURE: A. Small or Large Group Activity

1. Introduce STAR, commenting that "these meetings will present certain skills that students in the past have found very useful. These skills have helped students get what they want, such as friends, things, information, help, and to express their feelings about the things they don't want. During our meetings, we will be practicing these different skills in a variety of ways such as play acting, games, and art."

2. We would like to get your ideas on "rights" - human rights.

   Do all people have Rights?

   (If all students answer "yes", then proceed; if they answer "no", ask:

   > Is it that people do not have Rights or that people do not respect others' Rights and/or people do not ask to have their own Rights respected?

   (It is important that students understand and agree that both of the above occur--you may need to use some illustrations to help them understand.)

After all students have agreed (take a poll) that all people have Rights, although at times these Rights may not be respected or requested, continue with some illustrations.

Think of how a small baby cries to let his/her mother know s/he needs attention. S/He has the Right to express s/he is hungry, or wants attention. S/He know how to express what s/he wants in a direct way. We all did this when we were young. As we grew older, we learned other ways of requesting our Rights - which may not be as effective as they could be.

So to get what you want, you don't need to learn anything new--you just have to unlearn some things.

3.
   a. Pass out 3" X 5" cards and ask students to write on the front of the card, " RIGHT I HAVE THAT OTHERS RESPECT" and then on the back of the card, "A RIGHT I HAVE THAT OTHERS DON'T RESPECT/OR I DON'T REQUEST."

   b. Have each student read his/her card.

   c. Give students time to discuss how they feel when their Rights are respected, not respected, or not requested.

4. Tell the students they have just exercised a Right they have.

   a. Pass out a copy of Rights to each student.

   b. Ask students to identify which Right they have just exercised. (Right #5, - but be flexible)

   c. Present each Right to students and ask for their opinions.

      (Teacher may want to ask these questions as related to each Right.)

      1. Do you feel this Right is respected?

      2. If not, why not?

      3. If you exercised these Rights, what might happen or how would things be different?

      4. Do you have to exercise your Rights?

TRANSFER ACTIVITY: Observe your peers during the school day. Notice what Rights are not being used. Why? If you had been in that situation, what Right would you have used to change the situation?

BEHAVIORAL OBJECTIVES:

1. Students will verbally express three Rights.
2. Given a list of Rights, students will select three that are appropriate to him/her.

FOLLOW-UP:

1. Do you think you have the Right to take advantage of another person?
2. Do you think others have the Right to take advantage of you?
3. Are courtesy and respect Rights all that people should have?
4. Does a doctor have the Right to treat his/her patients unfairly?
5. Does someone with a college degree have the Right to "look down" on another without a college degree?
6. What Rights do you see yourself having at home?
7. Are there some Rights adults have that children don't have?
8. As a person gets older does s/he have more Rights or less Rights?
9. Does a child have Rights that an adult doesn't have?

RIGHTS

I have the following rights:

1. to make requests
2. to refuse requests
3. to accept or reject criticism
4. to express my opinions and feelings
5. to act, feel, and think differently than others
6. to make mistakes
7. to say, "I don't know" or, "I don't understand"

And I take responsibility for my choices.

SECTION 2

STAR
Social Thinking And Reasoning

PASSIVE, AGGRESSIVE,

AND ASSERTIVE BEHAVIORS

This section presents three lessons on identifying passive, aggressive, and assertive behaviors and becoming aware of the causes and consequences of these behaviors. Your students will learn definitions of these behaviors, becoming aware of their own typical methods of interaction. And, your students will become aware of the reasons people may act in certain ways and the consequences or responses that are generated by these actions.

These lessons include extensive use of role playing to enable students to experience with a variety of different behaviors and thus experience the causes and effects of those behaviors.

LESSON 2

TITLE: DISCRIMINATING PASSIVE/AGGRESSIVE/ASSERTIVE BEHAVIORS

GOAL: TO INCREASE STUDENT AWARENESS OF PASSIVE/AGGRESSIVE/ASSERTIVE BEHAVIORS

LESSON OVERVIEW: Discriminating Passive/Aggressive/Assertive behaviors through role playing with script.

MATERIALS:

Script
Concept Chart (Passive, Assertive, and Aggressive Behavior)

PROCEDURE:

A. Small or Large Group Activity

1. List on the board ways people get what they want - (examples - asking, hitting, tantrums, flirting, etc.).
    - a. Using the Concept Chart, review differences of passive/aggressive/assertive behaviors.
    - b. Discuss type of behavior student would most likely use to get what s/he wanted.
2. Read the following to the students:

    Tom went to Carl's for lunch. He ordered a hamburger with catsup only. When he opened the container, his hamburger had everything on it.

    What might he do and say?:

    PASSIVE - Complain to himself and his friends and take off the lettuce, tomatoes, pickles, and onions and eat the hamburger---

    AGGRESSIVE - Run up to the front of the line with his hamburger and yell, "This isn't what I ordered! This place is dumb. Give me another hamburger with Catsup Only, did you hear me? And, as he walks away he yells over his shoulder, "I'm never coming here again!"

ASSERTIVE - Tim noticed his hamburger does not have on it what he ordered. He walks to the front of the line and says, "Excuse me, I ordered a hamburger with catsup only and this one has everything on it. I would like a hamburger with catsup only. Thank you. He returns to his friends.

a. Discussion:

   i. Students may have noticed that different people act in different ways at different times.

   ii. Using the Concept Chart, explain the following behaviors that were illustrated in the previous example.

3. Divide members into dyads.
4. Each person takes a turn reading the script.
5. Discuss:

   a. How did it feel to play that role?

   b. How does being assertive pay off?

   c. After practicing with the script, in what way would you change the list on the board?

   d. Does being assertive feel comfortable?

TRANSFER ACTIVITY: Watch your favorite TV programs. Notice the characters' behaviors. Decide whether they are mostly aggressive, passive, or assertive.

BEHAVIORAL OBJECTIVES:

1. Students will verbally express one example each of passive behavior, aggressive behavior, and assertive behavior.
2. Given a list of behaviors, students will identify as passive, aggressive, or assertive.

FOLLOW-UP: Given the following situations, how might a passive, aggressive, or an assertive person handle each?

1. You've studied very hard for an important test and a friend wants to copy your answers.
2. A friend wants to borrow something from you that is special or important to you, and you don't want to let him/her borrow it.
3. You chose to watch a favorite TV program last night instead of doing your homework. You must now explain to your teacher that your homework wasn't done.

SCRIPT DIALOGUE

PASSIVE AND AGGRESSIVE DIALOGUE -

Peter Pushy:	"Hey, Buddy out of my way!"
Michael Meek:	"No problem, sir."
Peter Pushy:	"Who are you calling Sir, Sonny!"
Michael Meek:	"Uh...(whiny) I didn't mean anything by it."
Peter Pushy:	"What are you trying to do...pick a fight, punk?"
Michael Meek:	"Uh...No Sir. I don't know what you mean? I didn't do anything."
Peter Pushy:	"You better keep your mouth shut, punk!"

END

AGGRESSIVE AND ASSERTIVE DIALOGUE -

Peter Pushy:	"Hey, Buddy! Out of my way!"
Arnold Handle:	"I have been standing in line here for thirty minutes and I am next in line to buy tickets. I don't like people cutting in front of me."
Peter Pushy:	"Yeah, well I feel like cutting in front of you."
Arnold Handle:	"I don't like people cutting in front of me. I have been standing in line for a long time. I want you to go to the end of the line and if you cut in front of me again, I will report you to the manager.

PASSIVE AND ASSERTIVE DIALOGUE -

Michael Meek: (Gently nudges Arnold) "Oh, I'm so sorry (mumbles and looks away). (Whining) My friends told me to cut in line. It's so cold here and I don't feel good. I'm so sorry."

Arnold Handle: "I have been standing in line for thirty minutes and I am next in line to buy tickets. I don't like people cutting in front of me."

Michael Meek: "But, they told me to - and I'm really sick. Please (whimpering) just this once can't you help me?"

Arnold Handle: "I don't like people cutting in front of me. I have been standing in line for a long time. I want you to go to the end of the line and if you cut in front of me again, I will report you to the manager."

PASSIVE	ASSERTIVE	AGGRESSIVE
Voice:	Voice:	Voice:
Overly soft Mumbles Whining Monotone Overly slow	Firm Warm Clear Expressive	Rapid Loud Sarcastic Condescending Deadly quiet
Message:	Message:	Message:
I'm not OK but you are.	I'm OK and you're OK.	I'm OK but you're not.
Facial Expressions:	Facial Expressions:	Facial Expressions:
Looking down/away Blinking rapidly Constant smiling Clearing throat Swallowing Tensing	Direct Open Relaxed	Looking bored Staring in other direction Looking down Clenched teeth Tight-lipped mouth
Eye Contact/Body-Facial Talk/ Posture:	Eye Contact/Body-Facial Talk/Posture:	Eye Contact/Body-Facial Talk/ Posture:
Poor eye contact Forced smile Cowering Few gestures Maintain physical distance Covering face with hand Playing with clothing Shifting of weight Scratching head Wringing hands Stiff posture	Good eye contact Face matches mood Relaxed Uses gestures Equalizing Erect Emphasizing hand gestures Balances	Intruding on others' space Inflated stance Over-reacts Outright attack Pounding fists Stiff, rigid Pointing finger Shaking head in disbelief Hands on hips
Expresses Views and Desires:	Expresses Views and Desires:	Expresses Views and Desires:
Rarely With little confidence	Without being obnoxious Directly Spontaneously Honestly Without reservation By first evaluating situation	By humiliating others By bragging about self In destructive manner
Attitudes About Self:	Attitudes About Self:	Attitudes About Self:
Feels helpless, powerless, inhibited Feels sorry for self Feels inadequate in making decisions	Feels good about self and others True to self-winning/losing not important compared to value of expressing self/ choosing for self	I can't get what I want without violating someone else's rights.

LESSON 3

TITLE: CAUSES OF PASSIVE AND AGGRESSIVE BEHAVIORS

GOAL: TO DEVELOP AWARENESS OF CAUSES OF NON-ASSERTIVE, UNPRODUCTIVE BEHAVIOR

LESSON OVERVIEW: Learning about passive and aggressive behaviors by becoming aware of their causes.

MATERIALS: None

PROCEDURE: A. Small or Large Group Activity

1. Introduce and review the following with students. As you review, list on board:

CAUSES OF NON-ASSERTIVE, UNPRODUCTIVE BEHAVIOR

PASSIVE -
1. Fear of displeasing others
2. Fear of rejection
3. Fear of retaliation
4. Fear of being responsible for others' hurt feelings
5. Fear of guilt feelings because of not helping others (rescurer)
6. Reluctance to give up positive benefits of non-assertion

AGGRESSIVE -
1. Have irrational beliefs of:
    - a. "I must win."
    - b. "The world must be fair to me."
    - c. "I must get my way."
2. Gunny-sacking (saving negative feelings and then exploding)

3. Covering lack of information or skills

2. Using the list of situations below, role play, how a passive person would handle the situation.

3. Using the list of causes of passive behavior, discuss and decide why a passive person would handle it in that manner.

SITUATIONS

PASSIVE PERSON -

a. Notices some of his/her friends are cheating during the card game at lunch

b. Walks out of the school locker room and notices some people looking at him/her and laughing

c. Is one of four who want to play, but only two can play the game

d. Is new at school and someone starts to pick a fight with him/her

e. Sibling always gets to pick the TV show to watch

4. Repeat #2 and #3 above, substituting an aggressive person instead of a passive person.

TRANSFER ACTIVITY: Think of a time you acted in a passive/aggressive manner. What was the cause? How could you have behaved?

BEHAVIORAL OBJECTIVES:

1. Students will verbally express three situations causing passive and aggressive behaviors.
2. Given a list of causes of behaviors, students will identify and categorize as passive or aggressive.

FOLLOW-UP: Using the following situations, role play each and have the observing students identify whether the students are playing a passive, aggressive, or assertive role and what would cause that character to behave in that way.

1. You want to go to an "R"-rated movie and your mother won't permit you. (Roles to play: daughter-mother)
2. You received a "C" on your term paper and you feel you deserve an "A". (Roles to play: student-teacher)

LESSON 4

TITLE: CONSEQUENCES OF PASSIVE, AGGRESSIVE AND ASSERTIVE BEHAVIORS

GOAL: TO DEVELOP ABILITY TO DIFFERENTIATE PASSIVE, AGGRESSIVE, AND ASSERTIVE BEHAVIORS AND RECOGNIZE THEIR CONSEQUENCES

LESSON OVERVIEW: Recognizing positive and negative consequences of passive, aggressive, and assertive behavior.

MATERIALS: Consequences Sheet

PROCEDURE: A. Small or Large Group Activity

1. Discuss the following:
    a. What is a consequence? (The outcome of specific behavior; the result of an action.)
    b. Types of consequences:
        1. Consequences directed towards:
            a. self - example: You don't do your work in class and have to finish it at lunch.
            b. others - example: You help a friend and s/he helps you in return.
        2. Decide how an assertive, passive, and aggressive person would react to the following, and discuss the consequences:
            a. The Jones children are constantly leaving their toys and belongings all over the house...
            b. At bedtime, Susie is always asking for another glass of water, another hug and kiss, to get up and go to bathroom again, etc...
            c. Brian, age eight, prefers to eat with his hands and not use utensils...

d. The Brown children are constantly arguing and fighting with each other. It is especially difficult during the morning when they are getting ready for school, at the dinner table, and at bedtime...

e. Your best friend has asked to borrow your homework, and the next morning forgets to return it to you and you're in trouble with the teacher for not turning in your work...

f. Your boyfriend asked you to the school dance and now he's acting like he never did, and you've bought a dress and are ready to go...

TRANSFER ACTIVITY: Notice if there is a way one of your friends or brothers or sisters talk to you that can get a certain reaction out of you constantly.

BEHAVIORAL OBJECTIVES:

1. Students will verbally express a passive, aggressive, and assertive statement and two possible consequences of each.
2. Given a list of positive and negative consequences, students will match accordingly to passive, aggressive, or assertive behavior.

FOLLOW-UP:

1. Discuss consequences that result from certain actions at school.
2. Discuss consequences that result from certain actions at home.

CONSEQUENCES OF PASSIVE/AGGRESSIVE/ASSERTIVE BEHAVIORS

	NEGATIVES	POSITIVES
AGGRESSIVE	1. Others do not like to be around him/her.	1. Scares people into giving him/her what s/he wants.
	2. Causes himself/herself stress by not getting along well with others.	2. Give him/her a false feeling of power over others by making others do what s/he wants.
	3. "Friends" do not trust him/her.	3. Get to "let off steam" without considering others' feelings.
	4. Others are not willing to cooperate.	4. Others may think him/her are powerful.
	5. Others become angry.	5. Sees "self" as knowing everything.
PASSIVE	1. No self-respect.	1. Others do for him/her.
	2. Anxious, nervous.	2. Appears to know everything by not asking questions, but it's only an image.
	3. Resents others doing for him/her.	3. Appears understanding because s/he does not express anger.
	4. Feels out of control.	4. Appears to agree because s/he does not express opinions.
ASSERTIVE		1. Treated with respect by others.
		2. Has self-respect.
		3. Responsible.
		4. Maintains good relationships.
		5. Makes refusals and requests without hurting others.
		6. No guilt feelings.
		7. Allows for mistakes.
		8. Feels good about self.

SECTION 3

STAR
Social Thinking And Reasoning

ASSERTIVE MESSAGES AND COMMUNICATION

This section presents nine lessons in communicating assertively. Students who have difficulty communicating assertively usually have difficulty getting along socially. In these lessons, students will learn how to communicate their opinions, feelings, and desires without being manipulative.

The students will practice expressing opinions, feelings, and desires honestly and directly and interacting successfully in social conversation. The skills of Free Information and Self-Disclosure have been adopted from When I Say No I Feel Guilty by Manuel J. Smith, PhD., Dial Press, New York, 1975.

Since communication is such an important way of getting to know and getting along with people, students will role play a variety of situations to learn these skills.

LESSON 5

TITLE: ASSERTIVE MESSAGES/OPINION STATEMENTS

GOAL: TO DEVELOP ABILITY TO UNDERSTAND AND MAKE OPINION STATEMENTS

LESSON OVERVIEW: Developing awareness of opinions and stating them assertively using "I" messages.

MATERIALS:

Paper and Pencils
Opinion Fact Sheet

PROCEDURE:

A. Small or Large Group Activity

1. Distribute a copy of the Opinion Fact Sheet to each student.
2. Discuss the following:
    a. "I think" statements are opinion statements.
    b. Your opinion is a personal part of you.
    c. Your opinion is your frame of reference.
    d. Your opinion is your perception and judgment of how you feel and think about something.
    e. You do not have to justify your opinion or defend it.
    f. Opinion statements are not right or wrong.
    g. Your opinions may, and probably will, differ from others.
3. Read (or list on board) the following opinion statements:
    a. I think we would go to the movies after we do our homework, not before.
    b. I think that my mother is still angry with my father over the disagreement they had last night.
    c. I think I am going to major in biology when I go to college.

4. Discuss how each statement is supported by the Opinion Fact Sheet.

5. Pass out paper.

    a. Allow 15 minutes for students to write ten opinions they have. (Opinions can relate to school, home life, work, sports, lunches at school, etc.)

    b. Each sentence should begin with "I think..." or "It is my opinion..."

6. When time is up, encourage students to share their opinions with the group. (Be certain no one disagrees or agrees with statements.) They are only to be accepted with no comment.

TRANSFER ACTIVITY: Pick a topic of your choice about which you have a strong opinion. Ask a few of your close friends for their opinions on the subject. Notice their opinion's similarities and differences to your opinion.

BEHAVIORAL OBJECTIVES:

1. Students will verbally express three opinions using "I think" statements.

2. Given a list of six statements, students will put in "I think" statement form.

FOLLOW-UP:

1. Design an "I think" statement for each situation:

    a. Your brother, who just got his driver's license, is backing out of the driveway too fast...

    b. You plan to be at your friend's party at seven o'clock. It is now seven fifteen and your mom still isn't back from the store. She had promised to get you there on time. You feel inconvenienced...

    c. You just washed the family car. Your little sister draws a design on it with muddy fingers.

    d. You forget to finish a section of math for homework. Your teacher gives you a failing mark...

    e. You loan your friend your favorite bracelet. She loses it...

2. Using the preceding "I" statements and the following: tone of voice; posture; facial expression; choice of words; gestures; and eye contact, role play each using passive, aggressive and assertive behavior.

OPINION FACT SHEET

a. "I think" statements are opinion statements.

b. Your opinion is a personal part of you.

c. Your opinion is your frame of reference.

d. Your opinion is your perception and judgment of how you feel and think about something.

e. You do not have to justify your opinion or defend it.

f. Opinion statements are not right or wrong.

g. Your opinions may, and probably will, differ from others.

LESSON 6

TITLE: ASSERTIVE MESSAGES/"I" STATEMENTS

GOAL: TO DEVELOP AWARENESS OF "I" STATEMENTS
TO DEVELOP THE ABILITY TO MAKE "I" STATEMENTS IN AN ASSERTIVE WAY

LESSON OVERVIEW: Using "I" statements assertively to express "I want" and "I feel."

MATERIALS: Pencils and Paper

PROCEDURE: A. Small or Large Group Activity

1. Read to class (or put on board) the following "I" statements. (Pause between statements.)
    a. I feel embarrassed when my teacher calls on me in class and I don't know the answer.
    b. I want to go to the river this coming weekend.
    c. I feel really uncomfortable at this party with these people. I want to go home.
2. Divide group into three small groups.
3. Identify (label):
    a. Group One: school life/work life (jobs)
    b. Group Two: home life/family life
    c. Group Three: social life/leisure life
4. Tell groups that their "identity label" is also their topic.
5. Pass out papers and pencils.

6. Instruct each student to write down:
    a. "I" statements of ways s/he feels.
    b. "I" statements of what s/he wants.
7. All statements must be related to topic of "identity label" of group student is in.
    a. Examples:
        i. Social Life - I want to start dating when I'm sixteen years old.
        ii. Family Life - When my older brother shares his motorcycle with me I feel happy.
8. Instruct students to not put name on paper.
9. Allow fifteen minutes to complete.
10. Collect papers and read some statements to entire group and/or encourage students to voluntarily read aloud their statements using an assertive voice.

TRANSFER ACTIVITY: When you are at home, notice how many "I" statements you make to family members and friends. Practice using them.

BEHAVIORAL OBJECTIVES:

1. Students will verbally express three "I feel" and three "I want" statements.
2. Given a list of statements, students will put them into "I" statement form.

FOLLOW-UP:

1. Design an "I" statement for each situation:
    a. You have received a low grade on your report card...
    b. Your friend is not helping you as you and s/he had planned...
    c. You are unable to sleep the night before a big test...
    d. You are trying to have a conversation with your mom and your brother interrupts...
    e. You have lost the race...
    f. You pass a bike shop and see a bike you especially like...
2. Using the above "I" statements and the following: tone of voice; posture; facial expression; choice of words; gestures; and eye contact, role play each using passive, aggressive, and assertive behavior.

LESSON 7

TITLE: IMPROVING SOCIAL CONVERSATION BY VERBALIZATION OF POSITIVE STATEMENTS

GOAL: TO DEVELOP ABILITY TO RECOGNIZE AND VERBALIZE POSITIVE FEELINGS

LESSON OVERVIEW: Recognizing and verbalizing positive feelings and responding to situations with positive statements.

MATERIALS: Situation Sheet

PROCEDURE: A. Small or Large Group Activity

Definition: Positive statements are ways to express positive feelings.

1. Go over the following examples of positive statements:
    a. Situation - One of your friends, who happens to be a little older than you, just got a driver's license. S/He tells you s/he wouldn't mind picking you up and taking you to school.

       Positive Statement Response - "Thank you for offering to pick me up and take me to school. I really appreciate it."
    b. Situation - You have just spent an exciting weekend skiing with your cousins at their cabin.

       Positive Statement Response - "I feel happy and excited about this past weekend. Thank you for inviting me."
    c. Situation - Your teacher lists all the test scores on the board and your score is in the "A" range.

       Positive Statement Response - "I feel proud when I get an "A" on my math test.

2. Pass out Situation Sheet.
   a. Instruct students to write down responses in spaces provided using positive statements.
3. Encourage students to share responses.
4. See how many varieties of responses there are for each situation.

TRANSFER ACTIVITY: At home tonight, make a positive feeling statement about each member of your family.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express five positive statements in an assertive manner.
2. Given a list of situations, student will match positive feeling statements to each situation.

FOLLOW-UP:

1. Using the positive statements from the Situation Sheet, role play each in a passive, aggressive, and assertive manner. Notice the differences between the three.
2. Fill in STAR Sheet and ask for volunteers to share theirs' with the group.

SITUATION SHEET

SITUATION: 1) Your parents made your favorite dinner and favorite dessert for tonight's dinner.

RESPONSE: ____

____

SITUATION: 2) Your best friend tells you that you may borrow his/her ten-speed bike while yours is broken.

RESPONSE: ____

____

SITUATION: 3) Your father surprises you when you get home from school. He purchased baseball tickets for you, your best friend, and himself for Saturday night's game.

RESPONSE: ____

____

SITUATION: 4) Your older sister just listened to you tell her about a problem that really concerned you. You now have a different perspective on the problem. You feel relieved.

RESPONSE: ____

____

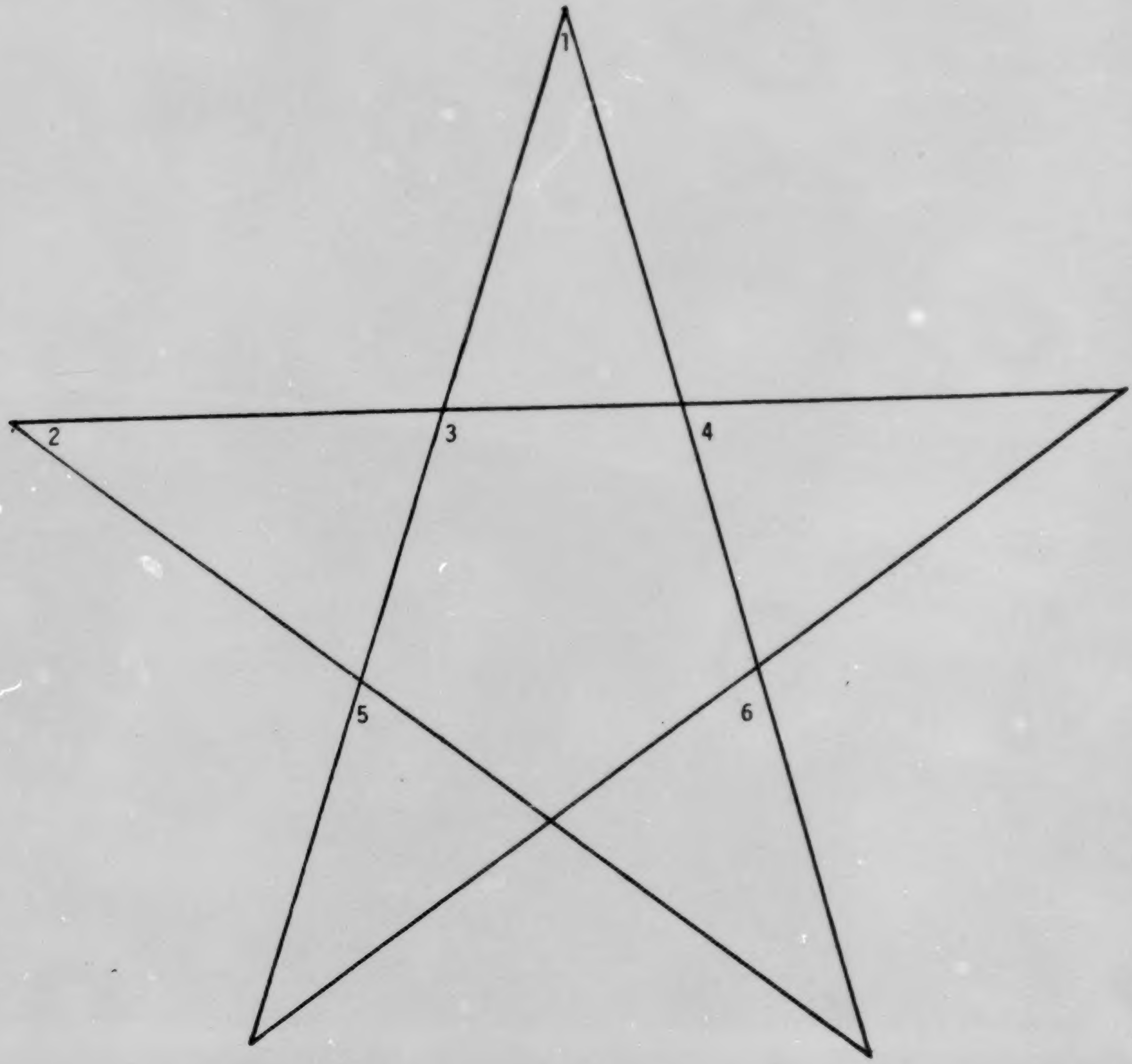
SITUATION: 5) You get home from school on a Friday afternoon after you've had a long, exhausting week at school. You have been struggling with an assignment in a subject that is difficult for you. You got your assignment back today and you received an "A." You are so excited, you can't wait to tell your parents. You show them your paper. They respond with great recognition and support and you are proud of yourself.

RESPONSE: ____

____

STAR SHEET

1. I feel satisfied when ....
2. I feel happiest when ....
3. I feel successful when ....
4. I feel kindness when ....
5. I know I am capable when ....
6. I think I am terrific when ....



LESSON 8

TITLE: IMPROVING SOCIAL CONSERVATION BY VERBALIZATION OF NEGATIVE STATEMENTS

GOAL: TO DEVELOP ABILITY TO RECOGNIZE AND VERBALIZE NEGATIVE FEELINGS

LESSON OVERVIEW: Recognizing and verbalizing negative feelings and responding to situations with negative statements.

MATERIALS:

Situation Sheet
Star Sheet

PROCEDURE:

A. Small or Large Group Activity

Definition: Negative statements are ways to express negative feelings.

1. Go over the following examples of negative statements:
    a. Situation - Your brother asked to borrow your baseball mitt and you agreed. He returns it to you wet and muddy explaining that he dropped it in the mud accidently. He says he is very sorry.

       Negative Statement Response - "When you return my mitt in this condition I feel irritated and disappointed. I also feel frustrated and reluctant to lend my things again because they may be returned in poor condition.

    b. Situation - You receive an allowance each week. One day you see a record advertised on TV, but you do not have enough money saved. You ask your mom to loan you money and she replies that it is not her policy to loan money.

       Negative Statement Response - "I feel angry when I have to give up getting what I want because of another "rule" in our family. I will respect the policy and still feel frustrated and angry."

c. Situation - You are wearing a sweater your aunt knitted for you and other students at school comment that the sweater is dumb-looking and you must be dumb to wear it.

Negative Statement Response - "I feel sad when someone teases me.

2. Pass out Situation Sheet.

    a. Instruct students to write down their responses in the spaces provided using negative statements.

3. Encourage students to share responses.

4. See how many varieties of responses there are for each situation.

TRANSFER ACTIVITY: At home tonight, make a negative feeling statement in response to a comment that gives you a negative feeling.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express five negative statements in an assertive manner.

2. Given a list of situations, student will match negative feeling statements to each situation.

FOLLOW-UP:

1. Using the negative statements from the Situation Sheet role play each in a passive, aggressive, and assertive manner. Notice the difference between the three.

2. Fill in STAR Sheet and ask for volunteers to share theirs' with the group.

SITUATION SHEET

SITUATION: 1) You just set your notebook, full of assignments that you have been working on all week, on the sofa. Just then, your mother lets the dog in the house. The dog jumps up on the sofa and steps all over your papers with muddy paws.

RESPONSE: ____

____

SITUATION: 2) It's late. You want to go to bed. You have a test the next morning and need some rest. Your sister is watching television. You go to bed but you can't sleep. The TV is too loud. You ask her to turn it down and she refuses.

RESPONSE: ____

____

SITUATION: 3) You get up in the morning and discover you have over-slept. You rush to the bathroom, but your sister is in there. You know from past experience how long it takes her to get ready. You ask her to please hurry up and she tells you, "I am trying." You realize how late you are going to be.

RESPONSE: ____

____

SITUATION: 4) Your father promised you he would take you to the amusement park for your birthday on Saturday. Now he tells you he can't because he has to be out of town this weekend on business. Something important came up at the last minute.

RESPONSE: ____

____

SITUATION: 5) Your pet puppy that you love gets hit by a car.

RESPONSE: ____

____

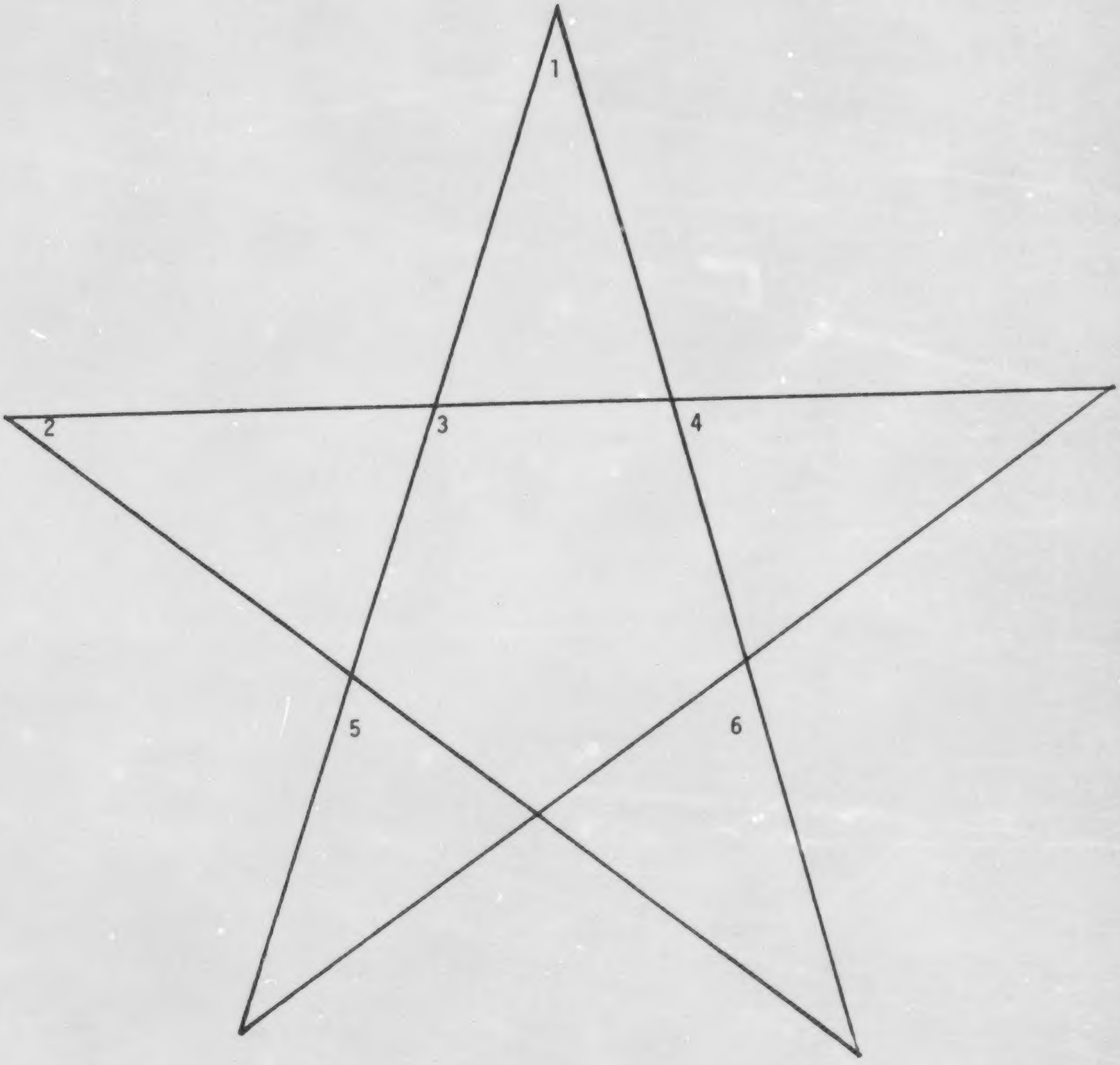
SITUATION: 6) Your parents leave loose change in a small bowl in the kitchen. You have spent your allowance for the week already, but you can't resist the temptation. You take some money out of the bowl.

RESPONSE: ____

____

STAR SHEET

1. Something you do poorly at home ...
2. What would make you unhappy at school ...
3. Something you do poorly at school ...
4. Things that make you feel angry ...
5. The worst thing that has ever happened to you ...
6. Things that make you feel sad ...



LESSON 9

TITLE: IMPROVING ASSERTIVENESS THROUGH ASSERTIVE REQUESTS

GOAL: TO DEVELOP ABILITY TO MAKE ASSERTIVE REQUESTS

LESSON OVERVIEW: Recognizing and verbalizing assertive requests.

MATERIALS: Scripts

PROCEDURE: A. Small or Large Group Activity

1. Review ways people ask for things (crying, hitting, temper tantrums, asking, demanding, etc.).

2. Review types of requests.

Passive Request	- Do you think, maybe, if you have time you could look at my worksheet? You probably don't have time, and I know I'm not very smart.
Aggressive Request	- Hey, teacher, give me some help on these problems.
Assertive Request	- I would really like your help on this worksheet. When would you have time?

3. Read the following to the students:

John is not doing well in his math class. He has just gotten a failure notice. He is very nervous because his parents are very angry. He thinks he is dumb.

While the teacher is explaining math, John thinks to himself -

- I wish she would slow down.

- Whatever did she say?

- I feel so stupid. How come all these other kids know what's going on?

- There goes Susan again asking a question. I also needed to ask. Thanks to Susan once in a while I get some things answered. If I only knew enough about math to ask a question!

- Oh well, I'm not smart in math anyway.

4. Brainstorm with students and create a list of assertive requests John could make.

   - I do not understand. Please go over problem 3 again.

   - I don't get it. Please slow down.

   - Would you be willing to set some time aside to help me after school?

5. Notice how in making assertive requests it is sometimes effective to ask for what you want by using an "I" statement (I would like .... or I need .... or I do not ....).

6. Role play Scripts A and B.

7. Role play situations A and B (remind students to use assertive voice, posture, etc.)

   Situation A - You hear your friends are going to the mall after school and you would like to be included, but you feel uncomfortable about asking.

   Situation B - You want to stay up late to watch a movie and you know your mother usually says no on a weeknight.

TRANSFER ACTIVITY: In a student's most difficult class have him/her make an assertive request about something s/he does not understand or would like to know.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express 3 assertive requests.
2. Given a list of requests, student will identify each as aggressive, passive or assertive.

FOLLOW-UP:

1. Make an assertive request to correspond with the following situations -
    - (a) Your sibling always gets to choose the TV show.
    - (b) An older neighborhood bully always picks on the little kids.
    - (c) You lose the money your dad gave you to buy your Mom's present.
    - (d) At the soccer game you're in another player continues to kick and trip you but the referee doesn't call a penalty.
    - (e) The two friends you invited to spend the night (the same night) dislike each other.
2. Using small edibles have students ask for a piece. Give a piece only to those students requesting assertively (others in group may coach those needing help).

SCRIPT A

Cathy Confident: "Hello Mrs. Resource. Could I speak to you about something privately?"

Mrs. Resource: "What can I do for you, Cathy."

Cathy Confident: "Mrs. Resource, I'm feeling really pressured lately. I have several projects due next Friday from my other classes and with the one you announced today, it makes five. I want you to understand my situation. I just don't feel I can get this done on time, too."

Mrs. Resource: "I understand your situation, Cathy. I'm glad you came and told me this. I am willing to give you more time to complete your project."

Cathy Confident: "Wow, that's great! What a relief. Thanks so much Mrs. Resource."

Mrs. Resource: "You're welcome Cathy. I'm glad I was able to help you."

SCRIPT B

Arnold Handle: "Hello Mr. Hayes. Could I speak to you about something that is important to me?"

Mr. Hayes: "Sure Arnold, come on in. What can I do for you or help you with?"

Arnold Handle: "Well, Mr. Hayes. I have got this personal problem I would like to discuss. I didn't want to talk to my parents about it. I'm afraid to talk to them about it."

Mr. Hayes: "I understand."

Arnold Handle: "Well, Mr. Hayes, this is my problem ...."

LESSON 10

TITLE: IMPROVING ASSERTIVENESS THROUGH ASSERTIVE REFUSALS

GOAL: TO DEVELOP ABILITY TO MAKE ASSERTIVE REFUSALS

LESSON OVERVIEW: Recognizing and verbalizing assertive refusals.

MATERIALS: Scripts #1, and #2

PROCEDURE: A. Small or Large Group Activity

1. Discussion by teacher of the following to introduce ideas in lesson.
   a. "Not only is it natural to expect that we all have problems in living, it is also natural to expect that we all have the ability to cope with these problems."
   b. "At this time in your life, you may feel pressured to do things you don't want to do by your friends. Research has shown that between the ages of 11-14 the pressure to conform to what your friends are doing is greatest. Many times it is difficult to say no to your friends when you don't want to go along with them at the time but want to keep them as friends."
   c. Saying "no" in an assertive manner most times is a combination of actually stating:
      1. no and a negative feeling statement
         a. for example:
            "No, I don't feel good about doing that."

2. Introduce the following situation:

    a. Mary Ann had learned to be passive with her friends. At the age of 12 she was well aware that she should, at times, give in to the wishes of others. Unfortunately, Mary Ann had learned this too well. She was unable to make her own plans whenever they interferred with her friends. Her problem was that she did not know how to say no without offending her friends.

    b. She talked the problem over with her mother. (See Script #1)

3. Ask for two volunteers to role play Script #1.

    a. Notice how the characters in the script say "No" in an assertive manner.

4. Discuss Script #1 -

    a. What did you notice about how to say "No"? ("I" statement, tone of voice, etc.)

    b. Would it be possible to say "No" (withstand peer pressure) in an aggressive tone of voice and not offend others?

5. Role play Script #1 a second time using passive and aggressive voice tones.

    a. Discuss voice tone determining how the message comes across.

TRANSFER ACTIVITY: Notice how many times a day you need to say no. Practice doing this in an assertive way.

BEHAVIORAL OBJECTIVES:

1. Students will verbally express three assertive refusals.
2. Given a list of refusals, students will identify each as aggressive, passive, or assertive.

FOLLOW-UP:

1. Role play Scripts #2.
2. Brainstorm with students other situations in which they are pressured to do things by their friends. How could they use assertive refusals in these situations. Role play several of the situations.

SCRIPT #1

Mary Ann: "Whenever Nancy calls and wants to come over to our house, I never know what to say if I don't want her to come."

Mother: "Why don't you simply tell her that this is not a good time?"

Mary Ann: "She'll just ask me what I'm doing, and if I say I'm working on my homework or anything else, she'll just say that she'll come over and help. I never know what to do, so I say OK, and then I have her over even if I don't feel like it."

Mother: "Well, that is a hard problem. I think everyone has trouble knowing just how to say, 'No' to someone else's requests. Why don't you pretend to be Nancy and I'll pretend to be you. You call me up."

Mary Ann: (Mary Ann pretends to dial)
"Hello, Mary Ann? This is Nancy. Can I come over to your house?"

Mother: "No, not today, Nancy. This is not a good day."

Mary Ann: "Why not?"

Mother: "I'm busy with some things and I don't have time."

Mary Ann: "What are you busy with?"

Mother: "It's just not a good day, I have a lot of things going."

Mary Ann: "Well, like what, you must have some time to get together?"

Mother: "Nancy, I really feel good that you like to get together with me, and today is not a good day for me to see you.

SCRIPT #2 (Goes with Follow-Up)

John: "Katie, why don't you come over to my house after school. A bunch of kids are going to come over and try some marijuana that my brother gave me."

Katie: "No, I really don't want to do that."

John: "Come on, we're just going to try it, it's no big deal."

Katie: "No, John, I don't want to be involved in that."

John: "What a goodie-goodie. What do you think is going to happen? Do you think you're going to be a drug addict from one smoke of pot?"

Katie: "John, I am not interested in experimenting with drugs, and so I don't want to come over."

LESSON 11

TITLE: MAKING AND KEEPING FRIENDS USING FREE INFORMATION

GOAL: TO DEVELOP AWARENESS OF AND ABILITY TO UTILIZE FREE INFORMATION

LESSON OVERVIEW: Recognizing and practicing the use of free information.

MATERIALS:

Index cards (any size)
Pencils
Scripts

PROCEDURE:

A. Small or Large Group Activity

1. Discussion by teacher of following:

   a. "Sometimes when we meet someone new, it is difficult to know what to say. We may ask them questions and they answer with only "yes" or "no". Then, when they answer with only "yes" or "no", it is difficult to know what to say next."

   b. Role play Script #1

   c. Definition of Free Information:

      i. Information given to someone which goes beyond the question asked or is given without being asked.

      ii. What kind of free information did Carol give in Script #1?

   d. Role play Script #2, which is similar to the first script but questions are asked.

   e. Review the following -

      i. How did Janie phrase her questions in Script #2?

      ii. This type of question which generates free information is called an open-ended question. Open-ended questions begin with the words "what" or "how".

2. Activity

   a. Pass out index cards to each student.

   b. Have each student write the following -

      i. A question to ask someone that they don't know very well and would like to know more about. Begin the questions using what or how.

      ii. Something that tells about him/her (something s/he likes or dislikes; something s/he did; anything that tells about himself/herself but not a physical description).

   c. Choose five students to bring cards to front of class.

   d. Shuffle cards and pass out to five other students.

   e. Each student receiving a card:

      i. Reads the first question to the class and answers using free information.

      ii. Reads the description on the card and guesses who wrote it.

   f. Continue activity until all students have participated.

TRANSFER ACTIVITY: At home tonight practice asking open-ended questions and giving free information about yourself when someone asks you a question.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express three statements using free information.

2. Given a list of statements, students will identify five "free information" statements.

FOLLOW-UP:

1. Make a list of several "open-ended" questions that when answered would lead to free information.

   a. Where do you...... ?

   b. What do you do there?

   c. Could you be more specific about what you actually do there?

   d. What do you like (dislike) about your job? school?

   e. How did you get such a job?

2. Using the list of questions you made, write your own script.

SCRIPT #1

Carol: "Hi. I've been playing tennis today and I'm really hot. I love tennis."

Jane: "That's nice."

Carol: "I really like swimming too. I used to be on the swim team. I'd like to find someone to do things with."

Jane: "Really?"

Carol: "Yes."

SCRIPT #2

Carol: "Hi. I've been playing tennis today and I'm really hot. I love tennis."

Janie: "Great! I love tennis too. What other kinds of things do you like to do?"

Carol: "I really like swimming too. I used to swim on the team. I'd like to find someone to do things with."

Janie: "Great, me too. I like tennis and swimming. What else could we do together?"

LESSON 12

TITLE: MAKING AND KEEPING FRIENDS USING SELF-DISCLOSURE

GOAL: TO DEVELOP AWARENESS OF AND ABILITY TO UTILIZE SELF-DISCLOSURE

LESSON OVERVIEW: Recognizing and practicing self-disclosure.

MATERIALS: Paste, scissors, construction paper, old magazines of interest to students.

PROCEDURE:

A. Small or Large Group Activity

1. Discuss the following -

   a. One way to communicate with and find out more about others is to ask others questions.

   b. The answers to our questions tell us information.

   c. We can continue to ask further questions based on others answers.

   d. When someone tells us something, it is called free information. It is information given to us about them.

   e. Another way to communicate is to tell others about us. For example, we could tell others what we like, what we dislike, how we feel or think, our opinions, etc.

   f. When we tell others about ourselves it is called self-disclosure.

   g. Definition: Information given about yourself to someone during a conversation.

2. Activity One - Make the collage.

    a. Instruct student to choose collage materials that represents him/her.

    b. Collage, when completed, should say something personal about student. For example, things they enjoy, like, dislike, hope to do, want to be, etc.

    c. Collage may be of any shape.

    d. Collage should cover as much space as possible.

3. Activity Two

    a. Divide group in small groups of 4 to 6.

    b. Instruct as follows:

    One student will share his/her collage with the group. The person to the student's left will ask him/her an open-ended question. The presenter is to respond to that question using self-disclosure and free information. Use this procedure with several students.

    Example - Mary is the presenter and John is to her left so he is the questioner. John says to Mary: "I see you enjoy snow skiing by the picture on your collage. How did you learn to ski?" (Question)

    Mary: "Well, I learned to ski by taking lessons." (Free Information)

    John: "I've never tried skiing before." (Self-Disclosure)

    (Next, the person on John's left asks something about his collage.)

TRANSFER ACTIVITY: At home tonight practice giving and receiving free information and using self-disclosure during conversations with your family.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express 3 statements of self-disclosure.
2. Given a list of statements, student will identify 3 self-disclosure statements.

FOLLOW-UP:

1. Brainstorm and list on the board hobbies, interests, strengths and opinions of students in group. Example, sports, favorite TV show, movies, stamp collecting. Next, choose a subject from the list (ex., soccer) and verbally develop a dialogue using free information and self-disclosure. Example - "I really enjoy watching soccer. Do you know how I could go about learning to play the game?"

2. Two students in the group, who do not know each other will have a conversation in front of the group. During the conversation, other students listen and raise their hand each time they hear self-disclosure of free information.

LESSON 13

TITLE: USING VARIOUS FORMS OF COMMUNICATION

GOAL: TO FURTHER DEVELOP COMMUNICATION SKILLS USING FREE INFORMATION AND SELF-DISCLOSURE

LESSON OVERVIEW: Writing a conversational script using communication skills.

MATERIALS:
Conversation Sheet
Pencils (Optional - drawing materials and paper)

PROCEDURE:

A. Small or Large Group Activity

1. Break up students into groups of 3 or 4.
2. Instruct students to:
    a. Write a script using the communication skills -
        i. Free information
        ii. Self-disclosure
        iii. Open-ended questions
    b. If needed, review definitions from lessons 11 and 12 and replay the scripts.
    c. Pass out Conversation Sheet to each student and have them write out a script accordingly.
    d. Optional - After Conversation Sheet, students may draw their script or cut out cartoon strips or magazine pictures to visually illustrate the conversation they have written. (Note: This optional activity may extend this lesson to two activities).

3. Each group presents their script to the rest of the group/class.
    a. Discuss (at the end of each script) how each group utilized the communication skills.

TRANSFER ACTIVITY: Practice using the communication skills during the school day with someone you don't usually talk to - teacher, secretary, principal, neighbor.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express two statements each of free information and self-disclosure.
2. Given a list of statements, student will identify as free information or self-disclosure.

FOLLOW-UP:

1. Role play the following situations using free information, self-disclosure, and open-ended questions.
    a. You walk into a restaurant and, while waiting for a seat, a stranger (who is also waiting to be seated) begins a conversation.
    b. The people seated next to you at the ballgame smile and begin talking to you.
    c. You begin a conversation with others who are in the elevator with you.
    d. While waiting in line at the grocery store, you notice a cute guy/gal in line behind you.
    e. While on vacation, you meet up with someone who looks like a person with whom you could enjoy spending some time.

CONVERSATION SHEET

TIME: ____________________

PLACE: ____________________

WHAT'S HAPPENING: ____________________

WHO'S THERE: ____________________

WHO'S TALKING	"WHAT'S SAID"	FORM OF COMMUNICATION (Free Info., Self-disclosure, ques. for info.)

SECTION 4

STAR
Social Thinking And Reasoning

DEALING WITH CRITICISM

This section presents four lessons on skills to handle criticism from others. Being criticized by others for one's performance is a common experience for all students. Most students react by defending themselves which usually encourages the other person to criticize more, the exact result the student is trying to avoid.

These lessons give the students skills to deal with manipulative criticism. The students will learn to respond to criticism in a way so they are not hurt by the criticism, they are not controlled by others, and they encourage the other people to be more direct and honest. The skills of Negative Assertion, Negative Inquiry and Fogging have been adopted from When I Say No, I Feel Guilty by Manuel J. Smith. PhD., Dial Press, New York, 1975.

Many situations are provided to role play so the students practice these skills.

LESSON 14

TITLE: DEALING WITH VALID CRITICISM FROM OTHERS USING NEGATIVE ASSERTION

GOAL: TO INTRODUCE AND DEVELOP UNDERSTANDING OF NEGATIVE ASSERTION

LESSON OVERVIEW: Using negative assertion to deal with criticism.

MATERIALS: None

PROCEDURE:

A. Small or Large Group Activity

1. Discuss the following situations with students -

   a. Situation One -

      "Imagine that you and a friend have planned to meet at the show at a specific time. You are fifteen minutes late. As you arrive, your friend starts in on you saying, 'Where were you? You are late and now we've missed the beginning of the show.'"

   b. Situation Discussion -

      What would you say to your friend?
      Would you apologize?
      Would you get angry?
      Would you begin to explain why you were late?

      Usually, the first reaction is to apologize, get angry, or begin an explanation.

      However, no matter what you say it won't change the fact that you were late. Nothing you say can change what happened.

      Instead, imagine yourself saying - "You're right, I was really inconsiderate to not plan my time better."

Notice: There is no apology, or explanation, the mistake is clearly admitted.

c. Situation Two -

"Imagine that a friend has called you at home and asked to borrow a book. You agree to bring it to school the next day. When your friend approaches you at school looking for the book, you realize you forgot it. 'I can't believe I forgot that book, I must be getting senile.'"

d. Situation Discussion -

Notice that: There was no apology or explanation. The mistake was clearly admitted.

e. Situation Three -

"Imagine that you are in a restaurant with some friends. Accidently you knock over your water glass and water spills everywhere. One of your friends add to your embarrassment by saying loudly, 'What a klutz. You are so clumsy!' Your first reaction may be to tell him or her to 'shut-up' or your reaction may be to leave. Imagine instead you say, 'You are right, what a clumsy ox I am!'"

f. Situation Three Follow-Up -

Notice: There is no apology or explanation, the mistake is clearly admitted.

g. Using negative assertion means accepting and agreeing with criticism about an error or mistake you have made. You let the other person know that you recognize the part of you that makes mistakes.

2. Brainstorm and record mistakes of students that were pointed out by others - (especially by other friends)

- What did they say? do?
- What did you say? do?
- How did the situation turn out?

a. Have students break up into groups of 4-6.

b. Instruct students to role play situations recorded using technique of negative assertion.

TRANSFER ACTIVITY: The next time you find yourself being criticized, practice using the technique of negative assertion.

BEHAVIORAL OBJECTIVES:

1. Students will verbally express three statements of negative assertion.
2. Given a list of statements, students will identify three negative assertion statements.

FOLLOW-UP:

1. Why is negative assertion a good skill to use?
   (It helps us to cope - through recognition and admittance - with our errors - without guilt.)
2. a. Create and list on board criticisms students often hear from friends, siblings, parents, teachers, etc.

   b. Use negative assertion with these situations -

   Example -

   Criticism: "You are so stupid! If you had just kept your mouth shut instead of talking back, your Mom would have let you go with us!"

   Negative Assertion Response: "I know, my mouth really gets me into trouble."

LESSON 15

TITLE: DEALING WITH CRITICISM FROM OTHERS USING NEGATIVE INQUIRY

GOAL: TO INTRODUCE AND DEVELOP UNDERSTANDING OF NEGATIVE INQUIRY

LESSON OVERVIEW: Using negative inquiry to deal with manipulative criticism.

MATERIALS:

Teacher's Copy Incomplete Script
Incomplete Script Sheet
Brave Bob/Critical Chris Script

PROCEDURE:

A. Large or Small Group Activity

1. Discussion by teacher of the following:

   a. "All of us are told from time to time, by others, something they don't like about us."

      Example - how we did something
              - clothes we wear
              - braces on teeth

   b. When someone criticizes us in this way they are really telling us something about them - they are saying that they don't like something.

   c. This kind of criticism is really an opinion or judgment.

   d. Opinion and judgment statements (critical statements):

      - are neither true or false
      - are ways of expressing how people think or feel about something.

   e. People making critical statements believe they are right - and that's okay - because:

      - a belief is merely an opinion
      - a belief is neither true or false

f. When someone criticizes us:

- s/he wants us to believe that what s/he says is true.

- s/he wants us to change whatever s/he doesn't like because of his/her opinion.

g. Definition: Negative Inquiry is responding to criticism by encouraging the person criticizing to give you more information.

h. One way to allow a person to realize that his/her criticism is really an opinion, is to use the technique of negative inquiry.

- ask him/her to tell you more about what it is s/he doesn't like.

Example - A friend of yours tells you that your haircut looks awful!

That is an opinion.

So, you may ask:

"Well, what is it about my haircut that you don't like?"

Example - Someone tells you that you dress sloppily.

You could ask: "What is it about the way I dress that is sloppy?"

h. REMEMBER -

*Asking for more criticism is very difficult.

*Asking for more criticism takes a lot of practice.

*Asking for more criticism is really only asking for more information about someone else's opinion.

*Asking for more information may even be helpful to you!

2. Role play Brave Bob/Critical Chris Script.

- Remind student playing the role of Brave Bob that throughout the script s/he is to speak and act in an assertive manner.

3. Activity -

   a. Pass out Incomplete Script to each student.

   b. Instruct students to complete the script by writing in a response that uses negative inquiry.

   c. Utilize Teacher's Copy of Incomplete Script for possible responses.

*The teacher's copy below contains sample responses.

TEACHER'S COPY INCOMPLETE SCRIPT

Time: ______________________

Place: ______________________

Characters' Names: ______________________ ______________________
1 (the critic) 2

Character Speaking

1. ______________: "You act really weird."

2. ______________: "Oh. ______________________________"

(1) What is it about the way I act that's really weird?
(2) What is it I do that's really weird?
(3) In what ways do you see me acting really weird?

1. ______________: "Well, you aren't cool. You just act different than everyone else."

2. ______________: "______________________________"

(1) How is it I act different from everyone else?
(2) What is it I do that isn't cool?
(3) What is it I do that is different and not cool?

1. ______________: "You say things that are weird."

2. ______________: "______________________________"

(1) What do I say that's weird?
(2) What things do I say that are weird?

1. ______________: "You use such big words, you sound like a dictionary and you talk like a know-it-all."

2. ______________: "______________________________"

(1) I don't understand. How is it I talk like a know-it-all?
(2) What is it about the words I use that make me sound like a know-it-all?
(3) What don't you like about me using big words?

Teacher's Copy Incomplete Script continued

1. ____________________: "(Yes) You talk in a way that I don't understand You use words I don't know."

2. ____________________: "So, I use words you don't understand. ______________

____

(1) What else do I do that is weird?
(2) Is there any other way I act that's weird?
(3) Is there anything else about the way I act that's weird?

1. ____________________: "No, I can't think of any other ways right now."

2. ____________________: "If you think of some other ways I act weird, I would like to hear your opinion on that.

1. ____________________: "Yea, sure."

2. ____________________: "Goodbye."

c. Role play completed script sheet.

4. Have students write an original script similar to the above format.

- be sure students respond to the criticisms in their script with negative inquiry.
- when students have completed scripts, have them practice script with a partner.
- ask various students to read their script to the class.

TRANSFER ACTIVITY: Practice using negative inquiry when someone criticizes you in a manipulative way.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express three negative inquiry statements.
2. Given a list of statements, student will identify three that are negative inquiry statements.

FOLLOW-UP:

1. Why is negative inquiry a good skill to use?
   (It prompts the other person to be more assertive and direct).

2. Brainstorm and list on the board statements of negative inquiry.

   a. I don't understand. What is it about (my playing tennis) that is wrong?

   b. Do you think it's too (small) (large)?

   c. How about the (color) (style)?

   d. Is there anything else about by (shirt) (blouse) that you don't like?

   e. Will you please give me some more information about it?

INCOMPLETE SCRIPT

TIME: ______________________________

PLACE: _____________________________

CHARACTERS' NAMES: ________________________ ________________________

1 (The critic) 2

Character Speaking

1. ________________: "You act really weird."

2. ________________: "Oh. ____."

1. ________________: "Well, you aren't cool. You just act different from everyone else."

2. ________________: "____"

1. ________________: "You say things that are weird."

2. ________________: "____"

1. ________________: "You use such big words you sound like a dictionary and you talk like a know-it-all."

2. ________________: "____"

1. ________________: "(yes). You talk in a way that I don't understand. You use words I don't know."

2. ________________: "So, I use words you don't understand. __________ ____"

1. ________________: "No, I can't think of any other ways right now."

2. ________________: "If you think of some other ways I act weird, I would like to hear your opinion on that."

1. ________________: "Yea, sure."

2. ________________: "Goodbye."

BRAVE BOB/CRITICAL CHRIS SCRIPT

Critical Chris: "Bob, you don't look so great today."

Brave Bob: "Oh? What do you mean Chris?"

Critical Chris: "Well, the way you're dressed doesn't look so great."

Brave Bob: "What is it about the way I'm dressed that isn't so great?"

Critical Chris: "Those pants you have on - they are too short. I think you're expecting a flood."

Brave Bob: "Oh - is there anything else about the pants that makes me look not so great?"

Critical Chris: "Well, they are too baggy."

Brave Bob: "Where exactly are they too baggy?"

Critical Chris: "The legs are too baggy."

Brave Bob: "Are they too baggy anywhere else?"

Critical Chris: "No, I don't think so."

Brave Bob: "What else is there about the way I'm dressed that makes me look not so great?"

Critical Chris: "Your shirt. You look like a jerk in that cowboy shirt."

Brave Bob: "What is it about the cowboy shirt that makes me look like a jerk?"

Critical Chris: "Look, I've gotta go. I'll talk to you later."

Brave Bob: "Well, maybe we can get together again. I'd like to hear more of your opinions on how I dress."

Critical Chris: "Yeah, well, OK. Later."

Brave Bob: "Bye."

LESSON 16

TITLE: DEALING WITH CRITICISM FROM OTHERS USING FOGGING

GOAL: TO INTRODUCE AND DEVELOP UNDERSTANDING OF "FOGGING" SKILL

LESSON OVERVIEW: Using the skill of fogging to deal with manipulative criticism

MATERIALS:

Script
Critical Cards (One set for each small group)

PROCEDURE:

A. Small or Large Group Activity

1. Discussion by teacher of the following:

    a. People often tell us things that they don't like about us. When people are giving criticisms which are actually judgments or opinions, we may find that we feel it's possible that some of this criticism may be true. Even though some of the statement may be true, we do not typically like the implied message that there is something wrong with us.

    b. When a criticism seems unfair, we may want to disagree.

    c. If we choose to disagree with the criticism, it may lead to arguments.

    d. Often there is a part of us that wonders if part of the criticism is true.

    Example - Maybe we aren't the best baseball players on the team.
    - We probably could have done a better job organizing the school play.

    e. Rather than wasting energy on arguing or walking away angry or with our feelings hurt, ----

      i. We can agree with part of the criticism.
      ii. We agree with the part of the criticism that might be possible or true.

   f. A criticism -

      i. Is neither true or false
      ii. Is an opinion
      iii. We agree with that part of the opinion that may be true.

   g. The technique of fogging can be used to agree with the part of the opinion that may be true.

   h. Definition: Fogging is agreeing with the part of the criticism that may be correct without agreeing with the implied message.

2. Break students up into dyads.

   a. Give a copy of the Script to each student.

   b. Role play Script two times, switching roles the second time.

3. Discuss with students -

   a. How did it feel to play the role of Critical Chris?

   b. How would the conversation have been different if Brave Barbara had argued? (Role play the above)

   c. How did it feel to play the role of Brave Barbara?

4. Divide students into small groups and sitting in a circle -

   a. Place Critical Cards in the middle of each Circle in a pile.

   b. One student chooses a card and reads the criticism on the card to the student on his/her left.

   c. Student on the left responds using "fogging" skill.

d. Listed are the criticisms on the Critical Cards and some of the possible fogging responses that the students could choose to make. They may need prompting to reply with similar responses.

CRITICAL CARD	POSSIBLE RESPONSES
You are really stupid!	--1. You may be right. There are some things I don't know much about.
	2. You may be right. I'm not the smartest person in the world.
You are a chicken.	--1. You could be right. I'm not always brave.
	2. You're probably right. I don't always take chances.
	3. You're probably right. Right now I am a chicken.
You never do anything right.	--1. You might be right. Sometimes I do things the wrong way.
	2. You're probably right. Many times I do things differently than most people.
	3. You may be right. I don't always do what you would like.
You are the worst player on the team.	--1. You're probably right. I could be a better player.
	2. You could be right. There are lots of players better than I am.
	3. You might be right. I may be one of the worst players.

TRANSFER ACTIVITY: Practice using the skill of "fogging" the next time someone nags or criticizes you.

BEHAVIORAL OBJECTIVES:

1. Students will verbally express three statements using the skill of fogging.
2. Given a list of statements, students will identify three fogging statements.

FOLLOW-UP:

1. The following is a sample list of fogging statements:

- That's right. I am.....
- They are a bit (dirty), aren't they?
- You're probably right.
- That's probably true.
- You could be right.
- That's true.
- I did, didn't I?
- I guess you're right.
- I'm sure you're right about that.
- It does, doesn't it?
- That's a point. You may just be right.
- Perhaps.

Using the statements above as a guide, develop a dialogue and role play the situations below: (The quotes below are used to begin a dialogue.)

- (Parent-Child)

  "You shouldn't listen to such loud music when you're doing homework."
- (Peer-Peer)

  "You're so dumb!"
- (Parent-Child)

  "I don't think you know how to say anything except 'I don't know.'"

CRITICAL CARDS

YOU ARE A KLUTZ.

YOU ARE THE MOST FORGETFUL PERSON IN THE WORLD.

YOU ARE NEVER ON TIME!

YOU ARE A SLOB.

YOU ARE THE MOST BORING PERSON IN THE WORLD.

YOU'RE SO UNCOORDINATED!

YOU'RE TASTE IN CLOTHES IS TERRIBLE.

YOU'LL NEVER LEARN TO DO THIS RIGHT!

YOU PROBABLY CAN'T EVEN ADD 2 + 2.

LOOKS LIKE YOU COMBED YOUR HAIR WITH AN EGG BEATER!

SCRIPT

Critical Cris: "You did a lousy job organizing the dance."

Brave Barbara: "You *may* be right. I *probably* could be more organized."

Critical Cris: "You also gave a boring speech."

Brave Barbara: "I suppose it could have been more exciting."

Critical Cris: "You are the laziest class president we've ever had."

Brave Barbara: "I *probably* could work harder."

LESSON 17

TITLE: DEALING WITH SHOULDS, HAVE TO'S AND OUGHTS

GOAL: TO DEVELOP ABILITY TO DEAL WITH SHOULDS, HAVE TO'S AND OUGHTS.

LESSON OVERVIEW: Using the skills of selective ignoring and mirroring.

MATERIALS: Scripts

PROCEDURE:

A. Small and Large Group Activity

1. Discussion by teacher of the following:

    a. Most of us don't like to be told by others that we should, have to, or ought to do something or be a certain way.

    b. Sometimes friends tell us we should do something, that we have to do something, that we ought to be a certain way.

    c. It is not always easy to deal with shoulds, have tos and oughts.

    d. One way to deal with shoulds, have tos and oughts is to overlook what it is that people say we should, have to and ought to do.

    - i. this is done by continuing the conversation as if the comment wasn't made.
    - ii. or, walking away from the person who is telling you what you should, have or ought to do.

    e. Role play Script A.

f. Another way to deal with others who tell us what we should, have and ought to do is to MIRROR back what is said. When we do this we act like a mirror to show the person what they are saying.

g. Role play Script B.

2. Brainstorm with students and list on board should, have tos and oughts that students hear from peers or adults.

   a. Divide class into dyads.

   b. Choose one of the shoulds, have tos and oughts listed on the board.

   c. Select one student in the dyad to be the "mirror" and the other student the "deliverer" of the should, have to or ought.

   d. Remind students they may also choose to overlook what is said.

   e. Switch roles and repeat steps b, c and d.

TRANSFER ACTIVITY: Practice using mirroring and "overlooking" the next time a friend tells you you should, ought, or have to do something

BEHAVIORAL OBJECTIVES:

1. Student will verbally express three statements using the skill of mirroring.

2. Given a list of statements, student will identify three as mirroring statements.

FOLLOW-UP:

1. Write the following on the board:

He/she is fat.
He/she is ugly.
He/she is afraid.
He/she is not smart.
He/she makes mistakes.
He/she is not good at sports.

   a. Discuss how the above statements imply that people "should" or "ought to" be the opposite or different.

   He/she should be thin.
   He/she should be pretty.
   He/she should be brave.
   He/she ought to be smart.
   He/she should be more careful.
   He/she ought to improve at sports.

b. Discuss how many values are "cultural/societal" values that cause prejudice because we believe we should or ought to be thin, pretty, brave, smart, etc.

Who says we ought to - Look handsome/pretty like an actress/actor?
- Be thin/well-built like a model?

c. Brainstorm and list as many commercials (magazines, TV, billboards) that tell us what we "should" or "ought to" do. (dog food, vitamins, hair coloring, designer jeans, etc.)

Example - All dogs should eat Purina dog chow.

- What does this commercial imply? (dogs won't develop properly without Purina dog food or dog's owner not a responsible/caring owner if he/she doesn't buy Purina dog chow.)

d. Discuss what happens when people believe the "shoulds" of commercials.

- Acceptance of someone else's beliefs without questioning.

- Purchase of products we may not really need.

SCRIPT A

Able April: "I'm going to get a donut and milk for snack today."

Capable Carolyn: "Yea, me too. I'm starved."

Sharon Should: "You know, you ought to eat something more nutritious. Donuts are bad for you."

Able April: "I just love the chocolate covered donuts. They're my favorite."

Sharon Should: "You should eat something with less calories."

Capable Carolyn: "My favorite kind is the powdered sugar donut. (to the snack bar attendant) I'll take one powdered sugar donut."

Able April: (To the snack bar attendant) - "I'll take one chocolate covered donut."

Sharon Should: "You really ought to throw those donuts away. You should not eat such fattening foods."

April & Carolyn: (Overlook what Sharon Should says and walk away.)

SCRIPT B

Have-to Harry: "Mary, you just have to direct our school play!"

Mirror Mary: "I have told you before, Harry, that I do not have the time now to do that. Someone else must do the job."

Have-to Harry: "But if you don't, who will? You just have to do it!"

Mirror Mary: "You think I have to do it."

Have-to Harry: "Yes. You must!"

Mirror Mary: "You think I must."

Have-to Harry: "I've told you already I think you must. You are the best one for the job and you should do it."

Mirror Mary: "You think I'm the best for the job and should do it."

Have-to Harry: "Right! Say you will."

Mirror Mary: "You really want me to say I will."

Have-to Harry: "Yes! You have to say yes."

Mirror Mary: "You think I have to say yes."

SECTION 5

STAR
Social Thinking And Reasoning

REVIEW OF ASSERTIVE SKILLS

This section presents one lesson which is a review of all the assertive skills presented previously. The students have learned a variety of skills concerning behavior, communication and dealing with criticism and in this lesson, they have an opportunity to utilize all these skills through a game format.

Of course, there will be many opportunities to let the students continue to practice their assertive skills by role playing assertive ways to handle situations that have occurred in the classroom or on the playground.

LESSON 18

TITLE: ASSERTION SUMMIT GAME

GOAL: TO REVIEW AND PRACTICE ASSERTIVE SKILLS

LESSON OVERVIEW: Practicing assertive skills through resolution of situations presented in a game.

MATERIALS:

Chalkboard
Chalk
Game Cards

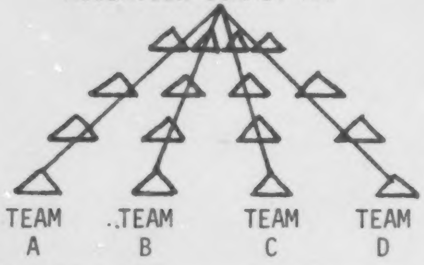
PROCEDURE:

A. Small or Large Group Activity

1. Overview: The purpose of this game is to enable students to practice their newly learned assertive skills. In brief, students will be divided into teams and each team will have an opportunity to solve a situation drawn from a deck of "skill cards". The situations center around problems encountered during mountain climbing. If a team resolves the situation correctly, they will receive a point. Points will be scored on the "Assertion Summit" map. In addition to the deck containing "skill cards", it also contains "Hazard Cards" (the team loses one point) and "Bonus Cards" (the teams gain one point).

2. Draw the following map on the chalkboard.

ASSERTION SUMMIT MAP



This map will be used to keep score for each team by keeping track of each point they win or lose.

3. Divide the class/group into four teams.

4. Shuffle all game cards (Situation Cards, Hazard Cards, Bonus Cards) into one pile.

5. Roll a dice or somehow randomly choose the playing order of the teams.

6. Pick a card off the top of the deck and read it to the team and then score their response on the "summit."

7. Alternate turns among teams.

8. Use of Cards:

   a. Skill Cards: Read situation and the team must respond with an appropriate assertive response to score 1 point. Two answers naming correct technique are on the back of the card.

   b. Hazard Cards: This type of card will cause a team to lose 1 point.

   c. Bonus Cards: This type of card will cause a team to gain 1 point.

TRANSFER ACTIVITY: Find a real-life situation similar to one of the situations given on the cards. Practice using your assertive skills to resolve this situation.

BEHAVIORAL OBJECTIVES:

1. Students will verbally define four assertive skills.

2. Given a list of situations and assertive responses, students will match the appropriate assertive response to the situation.

FOLLOW-UP:

1. What assertive skills do you use most often with:

   a. friends
   b. teachers
   c. parents

2. What assertive skills do not seem to work for you? Why not?

3. Are their any assertive skills that you have not tried? Why not?

SKILL CARDS

Skill Cards

It is very warm and you find you are out of water. You will need to borrow some from your mates.

Skill Cards

Your partners tell you that you should cover more miles in a day. You know you should go at a even, comfortable place.

Skill Cards

Both of the climbing teams want the same base camps. You have been appointed a team leader.

Skill Cards

Your knife to splice the ropes is missing. Could it be stolen, lost or misplaced?

Skill Cards

What shall you do? You know your leader is suffering from hypothermia. He is becoming very ill and denies it.

Skill Cards

You are tired and very hungry. You are sure your team mate is not rationing food properly. He is sure you are not rationing properly.

SKILL CARDS

Skill Cards

What will you do? Everyone is angry and criticizing you for mishandling the ropes. They feel you are acting dangerously.

Skill Cards

What a strange person! Wonder where he is from and how he lives. He must be a Sherpa Porter.

Skill Cards

You should be at the end of the line. Everyone thinks that is where you should be. Should you?

Skill Cards

Finishing is very important to your team mate. He is ill and still wants to continue. He can't!

Skill Cards

Weather's great, progress is great, team work is great. You can see the top.

Skill Cards

Poor weather, slow progress, ice on the rocks. Seems like you'll never reach your goal.

BONUS CARDS

Bonus Card

You have braved the elements and conquered a new frontier. Move ahead 1 point...

Bonus Card

The weather pattern and reports for the mountain are correct... Move ahead 1 point...

Bonus Card

You are a mountain climbing 'hero'. You are about to conquer the unknown. Move ahead 1 point...

Bonus Card

Your team is working very well together. Your assertive skills have added a bonus. Move ahead 1 point...

Bonus Card

Great News! You have just discovered a shorter path to the summit. Move ahead 1 point...

Bonus Card

A full moon gives your team extra light for hiking. Move ahead 1 point...

HAZARD CARDS

Hazard Card

A 'hot spot' on your foot has turned into a painful blister.

Hazard Card

You are lost. You have lost your orientation (knowing where you are) and navigation (knowing where you're going).

Hazard Card

You are worried about hypothermia. Your body is losing the power to keep itself warm.

Hazard Card

There is an electrical storm brewing. Lightning often will strike the mouth of a cave. The cave is your only shelter.

Hazard Card

Your oxygen equipment isn't working quite right. What will you do?

Hazard Card

You are near exhaustion and have pains in your chest. Will you ever make it to the top?

HAZARD CARDS

Hazard Card

Oh no! You just lost you knife. It has bounced down the mountain. How ever will you splice your ropes.

Hazard Card

Slight inconvenience. There has been a small avalanche. No one hurt but...you must make a detour.

Hazard Card

Impossible to move on! Can't see a thing - fog has rolled in making it impossible to continue.

Hazard Card

Disaster! Your food supply has fallen off the ledge. You must retrieve it or turn back.

Hazard Card

You have endured a violent storm! Congratulations! But...Now there is thick ice covering all the rocks and ledges.

Hazard Card

Oh no, the water supply is down. Have to stop and melt snow!

SECTION 6

STAR
Social Thinking And Reasoning

INTRODUCTION TO PERSONALITY STYLES

This section begins the sections on Personality Styles In discussing different preferences that people have, students will also learn about basic differences between people. If students desire to interact with others in a successful and productive way, they will need to gain an awareness of personal differences. The students have learned various assertive skills in previous lessons and now they will learn that different people are assertive in different ways.

The lessons in this section will introduce the subject of personal differences and provide surveys for the students to determine their personality style.

The model used for personality styles has been taken from the work and book of David Keirsey and Marilyn Bates, Please Understand Me: An Essay on Temperment Styles, Promethean Books, Inc., Del Mar, California, 1978.

LESSON 19

TITLE: INTRODUCTION TO PERSONALITY DIFFERENCES

GOAL: TO DEVELOP AWARENESS OF DIFFERENCES IN PERSONALITIES

LESSON OVERVIEW: Developing an awareness that people approach situations differently as based on their personality style, beliefs, and emotions.

MATERIALS:

Advice Column Sheet
Dear __________ Sheet

PROCEDURE:

A. Small or Large Group Activity

1. Distribute Advice Column Sheet to students so students can read with you.

Advice Column

Dear Jack:

There's this girl in my homeroom and every morning she walks to my first period class with me. The problem is I can't stand her. She's really weird and it embarrasses me to walk with her. I've tried to get out of homeroom before her but she always catches up. I've tried ignoring her, but that hasn't worked either. I don't want to be rude or hurt her feelings, but I can't stand it any longer!

Bugged in Pennsylvania

Dear "Bugged in Pennsylvania",

Below I have listed four solutions to your problem. I chose four equally acceptable solutions because I felt there was no one "right" or "best" answer. The difference between them is in how the situation is viewed. Read them all and decide on the one you feel the most comfortable carrying out.

Drop me a line and let me know the outcome.

Jack

Solution #1 - If you want a chance to do some problem-solving and, simultaneously, reach a logical and rational decision, analyze the situation logically.

Situation -

#1 - A girl is insistant about walking (uninvited) with you to class everyday.

#2 - You want her to stop.

Plan -

Be direct and confront her with what it is that embarrasses you. Stick with details and reasons by stating only facts and being specific. This will ensure, for both of you, a clear understanding of the issue.

Remember, it is important to express yourself and at the same time handle situations in a competent way.

Solution #2 - Even though you have nothing in common with this girl, you should not ignore her. Everyone needs friends and likes to feel that they belong to the group. Be a dependable person -- one in whom others can develop trust.

Solution? Introduce this girl to some other kids at school with whom she would have something more in common. Put yourself to good use by helping her out. Encourage her to make other friends.

Remember, it is important to practice the Golden Rule and at the same time handle situations in a responsible way.

Solution #3 - It sounds like this situation had gone on long enough and now requires immediate action on your part. In order to maintain your independence:

----ignore the rules and standards of the system - so far, none of them have worked for you anyway, and
----out of necessity, forget honesty.

Make up a story about why you can't walk with her (your girlfriend/boyfriend doesn't like it-- you have an infectious disease-- you're being initiated into a new club and can't walk or talk to her).

If this doesn't work, march to your own drum and don't allow this girl to be a burden to you any longer. Burdens confine bind and hold you back. Keep your freedom and stay loose. Tell her to leave you alone.

Solution #4 - If you want to do something special for someone, examine your own feelings.

It sounds like this girl is lonely, and has singled you out as a kind face. Having at least one person to talk to in homeroom and in the hall might give her the confidence she needs to make friends. If she talks too much or says things that make you uncomfortable, you might gently point that out to her in private.

Perhaps you're worried others will think you're weird when they see you with her, but nice people will always judge you for what you are - they may even notice what you're doing and admire you for it.

2. Ask students which answer they would choose to give "Bugged in Pennsylvania." Have each student circle the number of that answer and return the sheet to the teacher.

3. Tally on board the number of votes for each situation.

4. Discuss each solution with students. Comment on how a person's choice may be based on certain values or beliefs. (See Follow-Up #2 and #3.)

Solution #1

For the person choosing Solution #1, it is probably important to:

- view situations clearly
- base decisions on logic and facts
- deal with situations in a competent and direct way

Solution #2

For the person choosing Solution #2, it is probably important to:

- always help others with problems
- act responsibily
- do what is socially acceptable/proper

Solution #3

For the person choosing Solution #3, it is probably important to:

- take action immediately
- be able to freely choose what s/he wants to do
- be independent

Solution #4

For the person choosing Solution #4, it is probably important to:

- consider feelings
- limit conflicts
- accept others as they are
- see himself/herself as unique

5. Pass out the Dear __________ Sheet and instruct students to fill in their name and answer the question. Collect sheets for use in Activity 2, Follow-Up.

TRANSFER ACTIVITY: Notice during the day how people express different opinions on the same subject.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express that people choose different solutions to problems based on what is important to them.
2. Given the statement, "people choose different solutions to problems based on what is important to them", student will identify as True or False.

FOLLOW-UP:

1. Express your solution to the following problems in an assertive way using "opinion" statements and "I" statements.

Dear Jill:

I know a boy from a nearby town and I get along pretty well with him. The problem is, he's very popular and extremely good-looking and he probably has millions of girlfriends. But all I want is to be friends with him.

I'd like to call him and ask him to play tennis. Is it okay for a girl to call a boy and ask him out if friendship is the intention?

J.S., N.Y.

Dear Jill:

Last year our school put on two terrific plays, and this semester there'll be another production. I'd really like to be in it, but I have a terrible case of stage fright and get extremely nervous in front of people. What can I do to overcome this fear?

-Staying in the Audience,
Ohio

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ADVICE COLUMN SHEET

Dear Jack:

There's this girl in my homeroom and every morning she walks to my first period class with me. The problem is I can't stand her. She's really weird and it embarrasses me to walk with her. I've tried to get out of homeroom before her but she always catches up. I've tried ignoring her, but that hasn't worked either. I don't want to be rude or hurt her feelings, but I can't stand it any longer!

- Bugged in Pennsylvania

Dear "Bugged in Pennsylvania",

Below I have listed four solutions to your problem. I chose four equally acceptable solutions because I felt there was no one "right" or "best" answer. The difference between them is in how the situation is viewed. Read them all and decide on the one you feel the most comfortable carrying out.

Drop me a line and let me know the outcome.

Jack

Solution #1

If you want a chance to do some problem-solving and simultaneously reach a logical and rational decision, analyze the situation logically.

Situation -

#1 - A girl is insistant about walking (uninvited) with you to class everyday.

#2 - You want her to stop.

Plan

Be direct and confront her with what it is that embarrasses you. Stick with details and reasons by stating only facts and being specific. This will ensure for both of you a clear understanding of the issue.

Remember, it is important to express yourself and at the same time handle situations in a competent way.

Solution #2

Even though you have nothing in common with this girl you should not ignore her. Everyone needs friends and likes to feel that they belong to the group. Be a dependable person -- one in whom others can develop trust.

Solution? Introduce this girl to some other kids at school with whom she would have something more in common. Put yourself to good use by helping her out. Encourage her to make other friends.

Remember, it is important to practice the Golden Rule and at the same time handle situations in a responsible way.

Solution #3

It sounds like this situation has gone on long enough and now requires immediate action on your part. In order to maintain your independence: ---ignore the rules and standards of the system---so far, none of them have worked for you anyway, and---out of necessity, forget honesty.

Make up a story about why you can't walk with her (your girlfriend/boyfriend doesn't like it---you have an infectious disease---you're being initiated into a new club and can't walk or talk to her).

If this doesn't work, march to your own drum and don't allow this girl to be a burden to you any longer. Burdens confine, bind and hold you back. Keep your freedom and stay loose. Tell her to leave you alone.

Solution #4

If you want to do something special for someone, examine your own feelings.

It sounds like this girl is lonely, and has singled you out as a kind face. Having at least one person to talk to in homeroom and in the hall might give her the confidence she needs to make friends. If she talks too much or says things that make you uncomfortable, you might gently point that out to her in private.

Perhaps you're worried others will think you're weird when they see you with her, but nice people will always judge you for what you are - they may even notice what you're doing and admire you for it.

"DEAR ______________"

Name ____

Dear ________________,

I have a best friend who's like a sister to me. When another girl moved into our neighborhood, we both became friends with her. But now my friend has become best friends with the other girl, and they're leaving me out in the cold. I want to have a good relationship with both of them. What should I do?

- Sad Sack, California

Solution:

____

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LESSON 20

TITLE: DIMENSIONS OF PERSONALITY

GOAL: TO PRESENT THE FOUR DIMENSIONS OF PERSONALITY

LESSON OVERVIEW: Discussing the dimensions of Extraversion/Introversion, Sensing/Intruitive, Thinking/Telling, and Judging/Perceiving.

MATERIALS:

Concept Chart
"Temperament Dimensions" Dear ____Ditto (completed in Lesson 1)

PROCEDURE:

A. Small of large group activity

1. Present the following information:

    a. We will be determining what our personality styles are; each of you has certain preferences which make up your personality.

    b. We will be looking at four dimensions of preference that can illustrate basic differences between people.

    c. Each dimension is on a contimum, that is, you you can have a high, moderate or low preference for each dimension.

    d. Before we talk about the meaning of each dimension, let us consider that you will have four different preferences, and we will represent each preference by a letter. Each of you will have four letters which will represent four preferences.

e. Before discovering the meaning of each letter, we will first take a look at what each space means without any letter in them.

The First Space indicates in which direction your interests and attention turn. Do you pay more attention to action and people or to thoughts and ideas?

The Second Space indicates how you find out about things or become aware of the world around you. Are you more likely to know the world through your fine senses and facts or through hunches and imagination?

The Third Space indicates the way you like to make decisions. Do you prefer to base your decisions on how you feel or value something or on rules, logic and reason?

The Fourth Space indicates how we like our world arranged and organized. Do you prefer things settled and ordered with deadlines met on time or flexible and open-ended with a "let's wait and see attitude"?

2. Using the Concept Chart on "Temperament Dimensions" as a visual guide, present the following information on what the letters mean:

When listening to these descriptions it is important to understand that you are not completely one or the other of these four pairs, you have all these qualities to some degree, some more, others less. Since these are your personal preferences, these preferences may also change to some degree, depending upon the situation and people involved.

E - This letter stands for the word "Extroversion". Extraverts like to be in contact with people; they like to talk, work, and play with people. They feel lonely when they are not with people. Extraverts gain energy from being with people. Seventy-five per cent of the population are extraverts.

I - This letter stands for the word "Introversion". Introverts like activities that involve few or no other people. They feel lonely in crowds of people, especially strangers. Being with people drains energy from the introvert. Introverts draw energy from quiet activities, working alone, reading, being with a close friend. Twenty-five per cent of the population are introverts.

S - This letter stands for the word "Sensation". A sensation preferring person wants facts, trusts facts, and remembers facts. This type of person feels experience is important and learns through experience. They deal with what is going on now, or what has happened rather than thinking about future. This type also is accurate in observing specific details. Seventy-five per cent of the population are sensation preferring types.

N - This letter stands for the word "Intuition". The intuitive often daydreams and enjoys fantasy and fiction. This type looks toward the future, thinking about what might happen, what could have happened. They tend to have "hunches" and follow these hunches as opposed to following facts. Twenty-five per cent of the population are intuituve types.

T - This letter stands for the word "Thinking" and describes the thinking type. These people are more comfortable with making impersonal and objective decisions-deciding by the rules, by logic. These types approach situations logically and may at times be thought of as "cold".

F - This letter stands for the word "Feeling" and describes the feeling type. These people are seen as more sensitive and emotional, and tend to make decisions based on their values. Others may see this type as "too soft hearted".

J - This letter stands for the word "Judging". People who like to make decisions, have things settled are judging types. They make deadlines and keep them and expect others to do the same. They prefer to have things planned. Fifty per cent of the population are the judging types.

P - This letter stands for the word "Perceiving". People who like to let things just happen and complete tasks in their own time are perceiving types. They are more flexible and like things open-ended. Fifty per cent of the population are the perceiving type.

TRANSFER ACTIVITY:

3. In the following lessons, you will be taking a survey on each personality or temperament dimension to determine your preference, and you will also participate in activities to let you experience what your preference is.

Ask your friends and family about their preferences (related to the dimensions discussed in these lessons). Are they similar or different from you?

BEHAVIORAL OBJECTIVES:

1. Student will verbally express a description of each of the four categories of preference.
2. Given a list, student will match a preference to the proper description.

FOLLOW-UP:

1. Review categories of the four spaces using the chart below.

	Interests & Attention		How We Know and Learn
I or E	Ideas or People Thoughts or Action Individual or Groups	S or N	5 Senses or "Hunches" Facts or Possibilities Sensation or Imagination
	How We Judge & Decide		**Work Habits**
T or F	Objectively or Subjectively Reasoning or Feeling Analysis or Sympathy	J or P	Plan Ahead or Wait and See Planned or Spontaneously Decided or Tentative

2. Pass out Dear _______ Ditto from Lesson 1 and ask students if they notice a simularity or difference between the answers of members of their group. Provide group time to discuss and share.

SECTION 7

STAR
Social Thinking And Reasoning

FOUR DIFFERENCES IN PREFERENCE: E·I, N·S, T·F, J·P

This section presents four lessons on basic dimensions of differences observed in people. Students will learn about their preferences in four areas: Extraversion vs Introversion, Sensing vs Intuitive, Thinking vs Feeling, and Judging vs Perceiving.

Each lesson will present an experience to assist the students learning about their own preferences in these areas. Many adolescents are not aware that they have specific preferences that determine their needs and desires, and that being different than others is normal and acceptable.

LESSON 21

TITLE: EXTRAVERSION vs INTRAVERSION PREFERENCE

GOAL: TO INTRODUCE AND DEVELOP AWARENESS OF EXTRAVERSION AND INTROVERSION TRAITS

LESSON OVERVIEW: Developing an awareness that extraverts and introverts direct their interests and attention to different areas.

MATERIALS:
E/I Sheet
E/I Questionaire (Follow-up) and Answer Sheet

PROCEDURE:

A. Small or large group activity

1. Discuss The dimension of Extravert (E) vs. Intravert (I).

    a. Attention and interests can turn to:

    ----outside world of people and things (E)
    or
    ----inside world of thoughts and ideas (I)

    b. First letter of preference style either E or I.

    E = extravert
    I = introvert

2. Discussion of the following to introduce ideas in lesson -

    a. The word extravert is long and strange sounding. The first part of the work extravert sounds like the work exit, a word that means "out of". In a way, this tells us about the style of an extraverted person. Their attention and interests turns out of themselves to the world around them.

c. Extraverts prefer -

- a life with action
- to deal with people and things
- lots of friends and acquaintances
- to do things with other people most of the time

d. Extraverts find it easy to -

- talk with and meet new people
- express feelings and thought freely with others.

e. Extraverts are like an "open book"

f. The word introvert is also long and strange sounding. The first part of the word introvert sounds a lot like intro, or"inside", which is a way we can describe an introverted personality. Their attention and interests turns inside themselves to the world of thoughts and ideas.

g. Introverts prefer
-a life with time to be alone & think
-to deal with
-a few close friends
-to do things alone or with one or two other people most of the time

h. Introverts
-often appear to be quiet
-are sometimes called "shy" (although often once a person gets to know an introvert, he/she may not be as quiet and shy as they first appeared)
-take more time to get to know (introverts go into friendships slowly)

i. Introverts are like a "closed book"

j. There are 3 times more extraverts than introverts. Consequently, introverted people often feel very different from others without knowing why. Introverted people are simply surrounded by extraverts who deal differently with the world and people.

k. Ask the students to fill out the E/I Questionaire to determine their preference for Extraversion or Intraversion.

l. Ask for a raise of hands to determine the number of extraverts and introverts in the class.

3. Activity-

To experience a sense of extraversion/introversion traits:

a. Place 6 chairs in the front of the classroom

b. Ask an introverted student to sit in one of the chairs and bring up another student to sit in the other chair. Ask the introverted student to tell the other student about his/her weekend. Approximately every 30 seconds, ask another student to go up and listen and participate. (the participation should be asking the introvert questions, allowing the introvert to talk)

c. Ask the introvert to signal by raising his hand when he/she begins to feel uncomfortable (ie with 2 people or more)

Repeat this activity alternating E's and I's and record the number of people that caused each student to feel uncomfortable, if at all.

d. Ask the participating Introverts and Extraverts to describe how they felt during the experience.

e. To review the qualities of E/I.

TRANSFER ACTIVITY: Watch your favorite TV programs. Notice the behaviors of the characters. Decide whether they are extraverts or introverts.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express 3 examples each of extraverted and introverted traits.
2. Given a list of traits, student will identify as extraverted or introverted.

FOLLOW-UP:

1. Pass out an E/I Sheet to each student with instructions to read each statement, decide whether it is true of an extravert or introvert, and place the letter E or I in the parenthesis at the end of the statement. Discuss and share answers with group.

E/I Questionaire

Check the correct column.

		Yes	No
1.	I go to parties and leave early.		
2.	People often know how I think and feel		
3.	I dislike speaking in front of more than a few people		
4.	I give my opinions freely.		
5.	I would rather write an assignment than present one in front of the class		
6.	I don't mind being interrupted when I'm working on something.		
7.	I like quiet space when I work		
8.	I act quickly, sometimes without thinking		
9.	I hold back from new experiences		
10.	I am relaxed and confident around others		
11.	I would rather read a book than go to a large party.		
12.	I meet people easily		
13.	I would rather think through what I am going to say before I say it.		
14.	I think best when I am talking with others		
15.	I sometimes have problems communicating with others.		
16.	I like variety and action.		
17.	I don't like talking on the telephone.		
18.	I am impatient with long, slow jobs.		
19.	I have trouble remembering names and faces		
20.	I would rather work on a group project		

See the Answer Sheet and score your Questionaire.
Circle the letter below that
represents your high score.

E I

Answers to E/I Questionaire

	Yes	No
1.	I	E
2.	E	I
3.	I	E
4.	E	I
5.	I	E
6.	E	I
7.	I	E
8.	E	I
9.	I	E
10.	E	I
11.	I	E
12.	E	I
13.	I	E
14.	E	I
15.	I	E
16.	E	I
17.	I	E
18.	E	I
19.	I	E
20.	E	I

E/I SHEET

1. I go to parties and leave early. ( )
2. People often know how I think and feel. ( )
3. I dislike speaking in front of more than a few people. ( )
4. I give my opinions freely. ( )
5. I would rather write an assignment than present one in front of the class. ( )
6. I don't mind being interrupted when I'm working on something. ( )
7. I like quiet space when I work. ( )
8. I act quickly, sometimes without thinking. ( )
9. I hold back from new experiences. ( )
10. I am relaxed and confident around others. ( )
11. I would rather read a book than go to a large party. ( )
12. I meet people easily. ( )
13. I would rather think through what I am going to say before I say it. ( )
14. I think best when I am talking with others. ( )
15. I sometimes have problems communicating with others. ( )
16. I like variety and action. ( )
17. I don't like talking on the telephone. ( )
18. I am impatient with long, slow jobs. ( )
19. I have trouble remembering names and faces. ( )
20. I would rather work on a group project. ( )

LESSON 22

TITLE: SENSATION vs INTUITIVE PREFERENCE

GOAL: TO INTRODUCE AND DEVELOP AWARENESS OF SENSING AND INTUITIVE TRAITS.

LESSON OVERVIEW: Developing an awareness of sensing and intuitive types preferred ways of thinking about things.

MATERIALS:
apples
S/N Sheet (Follow-Up)

PROCEDURE:

A. Small or Large group activity

1. Discuss the dimension of Sensing (S) vs Intuitive (N)

    a. This dimension indicates your preferred way of thinking about things.

    b. S = Sensation or sensing
    N = Intuition or intuitive

2. Discussion of the following to introduce ideas in lesson.

    a. A Sensing personality style thinks about things and understands the world and people by gathering facts and using the five senses:

        - touching
        - seeing
        - smelling
        - hearing
        - tasting

b. A sensing personality style can easily see details and remember facts. A good word to describe the S style is PRACTICAL.

c. An intuitive (N) personality style thinks about things and understands the world and people through imagination, daydreaming and paying attention to the meaning behind the facts.

d. An intuitive personality style can easily see possiblities and new ways of doing things. A good word to describe the N style is IMAGINATIVE.

e. Words to describe each type:

S	N
Actual	Possible
Down-to-Earth	Head-in-Clouds
Fact	Fiction
Practical	Ingenius
Sensible	Imagination

3. Activity -

This activity helps to distinguish the mental processes of sensing and intuition.

a. Pass out Apple Sheet to each group member.

b. Divide group into dyads.

c. Pass around apples and have each student select one.

d. While one student eats his/her apple, the other student interviews, asking the partner's impressions about the information and questions on the Apple Sheet. Answers should be recorded on the Apple Sheet.

e. Reverse roles.

4. Discussion -

   a. Share impression and get concurrence that all items were sensory/intuitive data.

   b. In what way is the "sensing" data different from the "intuitive" data? Do all group members agree?

   c. Does the data help to show how sensing people are fundamentally different from intuitives and vice versa?

   d. Was your partner more interesting in giving sensing or intuitive information?
   e. Is it easy to see how sensing types are more tuned in to concrete facts and the "here-and-now"?

TRANSFER ACTIVITY: Ask a few of your friends or family members to do the S/N apple experiment. See if you can tell their answers whether they are sensing or intuitive.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express three examples each of sensing and intuitive traits.

2. Given a list of traits, student will identify as sensing or intuitive.

FOLLOW-UP:

1. Considering the qualities of the Sensing and Intuitive Preference, what would a Sensing and Intuitive type focus on in making a decision on the following issues?

   a. Your partner is late to the tennis match. How will you handle it with the other team?

   b. Your girlfriend/boyfriend wants you to meet his/her parents and you are not very interested.

APPLE SHEET

SENSING IMPRESSIONS

List FACTS ONLY

Skin

Flesh

Carpels

Seeds

Colors

Shapes

Textures

Taste

Muscular Movements

Tensions

INTUITIVE IMPRESSIONS

Who/What do apples make you think of?

Can you recall other ways of enjoying apples? - Baked? Jellies? or Ciders? Games? Other?

Do you recall apples in stories, myths, poems, proverbs, or superstitions?

Do you find yourself speculating about this particular apple?

S/N SHEET

	If you prefer SENSING, it is likely that you:		If you prefer INTUITION, it is likely that you:
____	Are realistic and practical	____	Crave inspiration
____	Are intensely aware of what is going on around you.	____	Are more imaginative than observant.
____	Are more observant than imaginative.	____	Pay more attention to the whole concept than to details.
____	Are pleasure loving and contented.	____	Are aware of only the personally relevant aspects of the external environment.
____	Possessive of things, a consumer.	____	Becomes restless, impatient, with routines.
____	Prefer memorizing rather than finding out reasons.	____	Are an initiator, promoter, inventor of ideas.
____	Change moods as physical surroundings change.	____	See possibilities that others miss.
____	Learn best from an orderly progression of sequential details.	____	Are quick with finding solutions.
____	Bring up important facts.	____	Don't always "hear others out".
____	Keep accurate track of details, make lists.	____	Are indifferent to what others own.
____	Are patient.	____	Look far ahead, visualizing new ideas.
____	Are good at checking, inspecting, "reading the fine print," and precise work.	____	Like spotting problems and solving them.
____	Dislike new problems, unless there are standard ways to solve them.	____	Dislike doing the same thing over.
____	Like doing the same thing over.	____	Enjoy learning a new skill more than using it.
____	TOTAL	____	TOTAL

Circle the letter below that represents your high score.
S or N

____ Enjoy using skills already learned more than learning new ones.

____ Work steadily all the way through to a conclusion, without bursts of energy and slack periods.

____ Are impatient or frustrated with complicated situations.

____ Do not usually get inspirations and don't trust inspirations.

____ Work in bursts of energy, and have slack periods in between.

____ Jump to conclusions; make factual errors.

____ Follow inspirations good or bad.

____ Dislike taking time for precision.

LESSON 23

TITLE: THINKING vs FEELING PREFERENCE

GOAL: TO INTRODUCE AND DEVELOP AWARNESS OF THINKING AND FEELING TRAITS.

LESSON OVERVIEW: Developing an awareness of thinking and feeling types preferred way of judging.

MATERIALS:

T/F Bingo Sheet
Description Cards
Situation Cards
T/F Rating Sheet

PROCEDURE:

A. Small or Large group activity

1. Discuss the dimension of Thinking (T) vs. Feeling (F).
    - a. This dimension indicates your preferred way of judging things.
    - b. T = Thinking
      F = Feeling
2. Discussion of the following to introduce ideas in lesson.
    - a. A thinking personality style judges situations in a logical, orderly and analytical way.

c. A thinking personality style values -

- impersonal analysis (of situations, data, ideas)
- categorizing facts
- policy, rules and laws

Two words to describe the T style are OBJECTIVE and COOL-HEADED.

d. A feeling personality style judges situations in a sympathetic and humanistic way.

e. A feeling personality style values -

- sympathy
- harmonious relationships
- appreciation

Two words to describe the F style are SUBJECTIVE and WARM-HEARTED.

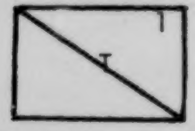
f. Distribute the T/F Rating Sheet and have the students determine their preference.

3. Activity One

a. As an introduction to identifying Thinking or Feeling Characteristics, the following game is suggested. A more complex game is presented for use after this introductory game.

This game is modeled after Bingo. Rules and procedures are similar in process although the content is different.

b. Pass out "Bingo Sheets: to students stating that the game they are going to play is similar to Bingo. Read description cards which are classified as "Thinking" or "Feeling". Each description card has a number. As a student marks a square on his card, he/whe also writes the number of the description card. For example, if you read a description which a student classifies as "Thinking", he/she will mark off a "T" on his/her card and also write a "1" in that square.



This will enable you to check the answers to determine if description "1" was actually a "Thinking" description.

c. Students will mark their cards after each description is read by the teacher, and signal that they have won after completing a row or column.

d. After a student signals he has won, discuss with the other students if his classifications were accurate.

4. Activity Two

a. Divide students into two teams lined up facing each other (on floor or at desk).

b. Teacher will keep score.

c. One team randomly draws a Situation Card from deck and reads situation to opposing team (flip coin to see who goes first).

d. The opposing team:

- Determines if the situation is about a thinking or feeling type.
- Develops and gives a response that would be appropriate to give to that type (i.e., directs response to a thinking or feeling type so they would understand and find it useful).

e. One point given for:

- Correctly determining situation
- Correct response

f. Alternate presenting situations to each team.

g. First team to acquire 10 points wins.

ANSWERS

Situation 1 = T

Situation 2 = T

Situation 3 = T

Situation 4 = T

Situation 5 = T

Situation 6 = F

Situation 7 = F

Situation 8 = F

Situation 9 = F

Situation 10 = F

TRANSFER ACTIVITY: Ask others for their opinion on divorce, capital punishment or nuclear power plants. Decide whether their opinion was based on thinking or feeling judgment.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express three examples each of thinking and feeling traits.
2. Given a list of traits, student will identify as thinking or feeling.

FOLLOW-UP:

1. Discuss the following -
   - why/why not a person preferring T (or F) would make a good class president.
   - what kinds of activities might a person preferring T (or F) person be involved in? Why?
2. Role play how a person preferring thinking and a person preferring feeling would handle the following situations -
   - buying a new car
   - telling a friend you do not like something he/she has done
   - in a theatre the person next to you is talking in a loud voice during the picture
   - A friend has asked for your opinion of a story he/she write. There are grammatical errors and the story did not interest you.

T/F Description Cards

T	F
T1 This person is logical and analytical.	F1 This person likes personal relationships.
T2 This person takes facts, theories, and the discovery of truth very seriously.	F2 This person is offended by lack of consideration in others.
T3 This person is offended by illogic in others.	F3 This person is upset by conflicts.
T4 This person may hurt others feelings without knowing it.	F4 This person is sympathetic.
T5 This person may be brief and businesslike.	F5 This person dislikes telling people unpleasant things.
T6 This person asks for reasons in order to understand something.	F6 This person likes to please others.

Note to teacher-

These cards are to be cut and mixed up (like the numbers in a Bingo game).

Then pick a card at random and read to students.

BINGO SHEET

T	F	T
F	T	F
T	F	T

T	F	T
F	T	F
T	F	T

T/F Situation Cards

#1 I received a D on a social science test. I know that some of the information presented in class was based on the teacher's own ideas rather than historical facts. I want to dispute this grade. I feel I was graded down because I wrote what the facts showed rather than what the teacher interpreted them to show. How should I go about disputing this grade?

#2 My boyfriend wants me to wear a certain dress to the school dance. This dress, a sundress, has no straps. It is obvious to me that I would be uncomfortable all evening. I am irritated that my boyfriend sees this as being important. How should I handle this? Also, my boyfriend doesn't seem to be spending as much time with me. All of this makes no sense to me. What do you suggest?

#3 My mother doesn't like my friend and will not allow me to be with her. Since my mother is not around my friend she never sees how she acts, so I do not see how she can make this judgement. When I ask my mother to give the reason for why she doesn't want me to see my friends, she won't talk about it. I want some reasons and I think my mother should explain. How can I get her to explain?

#4 My older brother never does the dishes the right way. When I point this out to him he hits me. When I tell my mother he hit me, she gets irritated with me. I do not think it is right for anyone to hit another person. I have very strong beliefs about this. How can I get this across to my brother and my mother?

#5 My dad thinks he is very good at taking car of plants. However, I have watched him make mistakes and kill several expensive plants. I have done a great deal of reading on horticulture and try to explain to my father the correct way to handle plants. As far as I see it, there is the right way and there is his way. How can I instruct my father on the correct way to care for plants?

T/F Situations Cards

#6 My boyfriend broke up with me last week. I feel I am nothing without him and am trying to think of how I can be what he wants so I can get him back. I think if I changed my hair, lost five pounds and learned to play tennis, he would come back to me. Do you think this would work? I find I'm crying all the time, too.

#7 My brother is really upsetting me. I believe in God and I know God exists, but my brother is always asking me to prove this. How can I prove it? I have no facts but I can sense that what I feel is really true. I feel so angry with him about this and then I feel guilty about being angry. How can I get my brother to understand?

#8 My mother wants me to wear "preppy" clothes-like loafers, bermuda shorts, button down shirts. This is not me and I would feel strange wearing clothes like this! I know what makes me feel like myself and I feel so frustrated and torn by my mother's idea of what I should be like. How can I tell her without hurting her feelings?

#9 My friends parents are getting a divorce and she needs someone to talk to, so she has been talking with me. I've tried to help but now she is taking all my time to discuss this. I want to tell her I don't want to do this anymore, but I know she needs someone. To be honest, all this talk makes me worry about my own family, and makes me depressed. What can I do?

#10 I just got three C's and two D's on my report card and I know my teachers think I am an awful person. In fact, even when I try really hard they don't even notice, because they believe I can't ever be any good at anything. They are not even interested in me like they are the other students. How can I change my image with my teachers?

T/F RATING SHEET

If you prefer FEELING, it is likely that you:	If you prefer THINKING, it is likely that you:
___ are personal, like personal relationships	___ are logical and analytical
___ are more interested in people then things or ideas	___ are impartial
___ are more tactful than truthful, if forced to choose	___ are more interested in ideas or things than in human relationships
___ are likely to agree with others in the group	___ are more truthful than tactful
___ usually think as others think, believeing them probably right	___ are stronger in executive ability than the social arts
___ find it difficult to be brief and business like	___ are brief and business like
___ take emotional relationships and ideals very seriously	___ take very seriously facts, theories, and the discovery of truth
___ are offended by a lack of personal consideration in others	___ take seriously the solution of practical problems
___ are motivated by others	___ treat emotional relationships and ideals casually
___ are yielding and compliant	___ contribute intellectual criticism
___ permit your feelings to override logic	___ expose wrongs in the habits, customs and beliefs of others
___ are able to forcast how others will feel	___ are offended by illogic in others
___ enthusiastic	___ hold firmly to a policy or conviction
___ are upset by conflicts and value harmony	___ hurt other people's feelings without knowing it
___ dislike telling people unpleasant things	___ decide things impersonally, sometimes ignoring people's wishes
___ relate well to most people	___ are upset by injustice
___ are sympathetic	___ often seem not to know how your actions affect other people's feelings
___ Total	___ Total

Circle the letter that represents your high score

T or F

LESSON 24

TITLE: JUDGING vs PERCEIVING PREFERENCE

GOAL: TO INTRODUCE AND DEVELOP AWARNESS OF JUDGING AND PERCEIVING TRAITS.

LESSON OVERVIEW: Developing an awareness that judging and perceiving types approach activities and tasks in different ways.

MATERIALS:
P/J Interview Sheet
toothpicks
glue
paper
P/J Rating Sheet

PROCEDURE: A. Small or large group activity

1. Discuss the dimension of Judging (J) vs. Perceiving (P)
    a. This dimension indicates your preferred way of arranging and organizing the world--your work habits.
    b. J = Judging
    P = Perception

2. Discussion of the following to introduce ideas in lesson.
    a. A judging personality style likes his/her world planned, settled, and decided.
    b. A judging personality style plans ahead and dislikes getting things done at the last minute.
    c. A judging personality style prefers things arranged in an orderly way.
        - Think about your room at home or locker at school.
        - Are things arranged neatly and carefully put away?

d. A judging personality style takes pleasure in getting something finished.

e. A perceptive personality style likes his/her world to be flexible, open-ended and does not like deadlines.

f. A perceptive personality style adapts as he/she goes and prefers to do whatever comes along at the time and not plan ahead.

g. A perceptive personality style may appear messy and unorganized to others but knows where his/her things are.

-Think about your room at home or locker at school.
-Are things unorganized?
-Would it be impossible for someone else to find something?

h. A perceptive personality style takes pleasure in starting something new.

i. Distribute the J/P Rating Sheet and have the students determine their preference.

3. Activity

a. Give the following instructions to the students: "We are going to do an experiment, although you will not learn about the results until the experiment is completed. You will be given instructions to do an art project. You will be given only those instructions so do not be surprised when I do not answer any questions after the instructions are given."

"Listen carefully and I will also write the instructions on the board."

b. Instructions: Using the materials on the table, construct a model house - one in which you would like to live in.

To the teacher: Considering the qualities of the judging and perceiving types, asking students to do a task such as this will provide information regarding these characteristics. For example, You may find the J student structuring everything to the last detail, where the P student will not be concerned with deadlines, etc.

c. 10 minutes before the end of the period, ask your students to stop working and pair up.

Teacher Note:

Model how to use the P/J Interview Sheet with your students by picking one student and demonstrating before the class. Review how to ask the questions and how to check off the P/J Preference.

-Was interview information consistant with preference survey type? How many?
-Was interview information different than preference survey type? How many?

d. Distribute J/P Rating Sheet and have students determine their preference.

TRANSFER ACTIVITY: For the rest of the day observe the J/P characteristics of your peers and family members.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express three examples each of judging and perceiving traits.
2. Given a list of traits, student will identify as judging or perceiving.

FOLLOW-UP:

1. How would a judging and perceiving type handle the following problems differently?
    a. You have a 20 page Social Studies report due next month.
    b. Your parents want to know your plans for summer vacation.
    c. Your friends are planning a party and want you to organize it.

P/J Interview Sheet

P		
_____1. Did your plan develop and change?	or	_____1. Did you have a definite plan that you stayed with?
_____2. Did you like the loose structure and freedom of the activity?	or	_____2. Did you feel uncomfortable because the teacher did not give you more directions?
_____3. Are you undecided on the purpose of all the rooms?	or	_____3. Do you have many rooms for practical purposes?
_____4. Did you build the enjoyable parts first?	or	_____4. Did you work on what needed to be done first?
_____5. Is your home flexible and adaptable?	or	_____5. Is your home orderly and organized

P/J Sheet

1. Postpone doing chores_____
2. Does homework at the last minute_____
3. Finishes homework before watching TV_____
4. Has no trouble making decisions_____
5. Often insists that a plan be decided on_____
6. Ready for school on time_____
7. Unconcerned about being to class on time_____
8. Dresser drawers usually like a rat's nest_____
9. Worries about being late_____
10. Has trouble making decisions_____
11. Starts many projects and has difficulty finishing them_____
12. Room is neat and orderly_____
13. Carries out daily routines without being reminded_____
14. Likes to act spontaneously without plans_____

J/P RATING SHEET

If you prefer PERCEPTION, it is likely that you:

____ are more curious than decisive

____ live according to the situation of the moment

____ act spontaneously; may not plan things

____ are masterful in handling the unplanned, unexpected, or incidental

____ are empirical and dependent on experience

____ amass vast quantities of experiences, more than can be digested or used

____ are uncritical

____ base friendships upon nearness and shared experiences

____ often drop friendships, forget them and resume them

____ aim to miss nothing

____ are flexible, adaptable and tolerant

____ are understanding and open-minded

____ leave things open

____ have trouble making decisions

____ start too many projects and have difficulty in finishing them

____ postpone unpleasant jobs

____ welcome new light on a thing, situation, or person

____ Total

If you prefer JUDGING, it is likely that you:

____ easily make up your mind

____ are more decisive than curious

____ live according to plans

____ live according to standards and customs

____ try to make situations conform to your standards, "the way they ought to be"

____ make definite choices from among the possibilities

____ are uneasy with unplanned happenings

____ base friendships upon beliefs, standards and tastes which are assumed to be shared

____ have enduring friendships

____ aim to be right

____ are self-regimented, purposeful, and exacting

____ are orderly, organized and systematic

____ persevere

____ have settled opinions

____ are tolerant of routine

____ Total

Circle the letter below that represents your high score.

J or P

SECTION 8

STAR
Social Thinking And Reasoning

FOUR BASIC PERSONALITY STYLES: SJ, NF, NT, SP

This section presents nine lessons discussing and illustrating the four basic personality styles. Certain preferences seem to fall together to give four styles of personalities. So, in this section, students will learn some basic characteristics of their personality and they will be able to decide if these characteristics fit them.

The four personality styles will be illustrated in the biographical sketches of famous people and through a "soap opera" the student can act out.

Investigation by the students into their personality characteristics will provide them with further information confirming that it is acceptable to be who they are.

LESSON 25

TITLE: INTRODUCTION TO FOUR PERSONALITY STYLES

GOAL: TO INTRODUCE AND DEVELOP AWARENESS OF FOUR PERSONALITY STYLES.

LESSON OVERVIEW: Introducing and differentiating the four personality styles.

MATERIALS:
Advice Column
What Was I Like Sheet

PROCEDURE:

A. Small or Large group activity

1. Present the following information to students:

   a. From the list of preferences (E/I, S/N, T/F, J/P) come four main personality styles.

   b. Each of the four main personality styles has it's own needs, style of learning, way of leading and living.

   c. One main difference between personality styles is indicated by S or N.

   d. If your preference is N, you are in the intuitive group.

      If your preference is S, you are in the sensing group.

   e. Divide class into two groups - sensing group (S) and intuitive group (N).

      Point out to students that statistically there are more S's than N's per class.

      Divide S group into two groups according to the preference J or P yielding one SP section and one SJ section.

Divide N group into two groups according to the preference T or F yielding one NT section and one NF section.

f. Notice how many students are in each of the four groups.

Theoretically, a class of 32 would contain:

40% SP = 12 students
40% SJ = 12 students
10% NT = 4 students
10% NF = 4 students

Calculate the percentages of each of the four groups. How does this compare with the statistics listed in section "e"?

g. Present the information one the Concept Chart, "Preferences of Each Style."

2. Activity

a. While students are still in one of the four preference type groups (SP, SJ, NT, NF), pass out Advice Column.

b. Instruct students to complete Advice Column Sheet matching Column A to Column B. Discuss answers.

Answers to Advice Column

Person A	Solution 3 (NT)
Person B	Solution 4 (SJ)
Person C	Solution 1 (SP)
Person D	Solution 2 (NF)

c. Next, ask the four groups of students if there is one particular solution they as a group would choose.

TRANSFER ACTIVITY: Using the What Was I Like? Sheet, ask your parents to tell you what traits you showed when you were younger.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express the four preference types.

2. Given a list, student will identify the four preference types.

FOLLOW-UP:

1. Using the Advice Column, role play the four types of solutions.

ADVICE COLUMN

Dear Jack:

There's this girl in my homeroom and every morning she walks to my first period class with me. The problem is I can't stand her. She's really weird and it embarasses me to walk with her. I've tried to get out of homeroom before her but she always catches up. I've tried ignoring her, but that hasn't worked either. I don't want to be rude or hurt her feelings, but I can't stand it any longer!

- Bugged in Pennsylvania

After reading the above letter, fill in the blanks below in Column A with a Solution from Column B on the following page.

Column A

Person A would choose Solution _____because it is important to view situations clearly, base decisions on logic and fact and deal issues in a competent and direct way.

Person B would choose Solution _____because it is important to always help others with problems and to act in a responsible and socially accepted way.

Person C would choose Solution _____because it is important to take action immediately, be able to freely choose what he/she wants to do and to be independent.

Person D would choose Solution _____because it is important to consider others feelings and accept others as they are, limit conflicts and see him/herself as unique.

Column B

#1 It sounds like this situation has gone on long enough and now requires immediate action on your part. In order to maintain your independence: - ignore the rules and standards of the system - so far, none of them have worked for you anyway, and - out of necessity, forget honesty.

Make up a story about why you can't walk with her (your girlfriend/boyfriend doesn't like it - you have an infectious disease - you're being initiated into a new club and can't walk or talk to her.

If this doesn't work, march to your own drum and don't allow this girl to be a burden to you any longer. Burdens confine, bind and hold you back. Keep your freedom and stay loose. Tell her to leave you alone.

#2 If you want to do something special for someone, examine your own feelings.

It sounds like this girl is lonely, and has singled you out as a kind face. Having at least one person to talk to in homeroom and in the hall might give her the confidence she needs to make friends. If she talks too much or says things that make you uncomfortable, you might gently point that out to her in private.

Perhaps you're worried others will think you're weird when they see you with her, but nice people will always judge you for what you are - they may even notice what you're doing and admire you for it.

#3 If you want a chance to do some problem-solving and simultaneously reach a logical and rational decision, analyze the situation logically.

Situation-

#1 - A girl is insistant about walking (uninvited) with you to class everday.

#2 - You want her to stop.

Plan-

Be direct and confront her with what it is that embarasses you. Stick with details and reasons by stating only facts and being specific. This will ensure for both of you a clear understanding of the issue.

Remember, it is important to express yourself and at the same time handle situations in a competent way.

#4 Even though you have nothing in common with this girl you should not ignore her. Everyone needs friends and likes to feel that they belong to the group. Be a dependable person - one in whom others can develop trust.

Solution? Introduce this girl to some other kids at school with whom she would have something more in common. Put yourself to good use by helping her out. Encourage her to make other friends.

Remember, it is important to practice the Golden Rule and at the same time handle situations in a responsible way.

What Was I Like?

Check off the traits that best describe you when you were younger.

______Enjoyed family get-togethers
______Liked stuffed animals
______Active
______Liked working with tools
______Had a messy room
______Got dirty easily
______A "good eater"
______Enjoyed playing a musical instrument
______Curious
______Daydreamed a lot in school
______Liked being read to
______Talked at an early age
______Liked to help at home
______Collected rocks, butterflies, stamps, etc.
______Happy-go-lucky
______Had an imaginery friend
______Liked school
______Asked a lot of "why" questions
______Independent
______Liked books
______Had a favorite story you liked hearing over and over
______Constantly moving
______Kept toys and room neat
______Talked a lot
______Quiet and shy

Ask your parents to describe what you were like at an early age.
Record their answer below.

____

____

____

What was your favorite toy? ____________________

What was your favorite storybook? ____________________

What was your favorite TV Show? ____________________

What was your favorite game or sport? ____________________

LESSON 26

TITLE: SJ PERSONALITY STYLE

GOAL: TO DEVELOP AWARENESS OF THE SJ PERSONALITY STYLE

LESSON OVERVIEW: Recognizing the traits of the SJ personality style through a biography of a famous personality.

MATERIALS: Biographical Sketch - Lincoln

PROCEDURE:

A. Small or Large group activity

1. Distribute a copy of the Abraham Lincoln biographical sketch to each student and read as a class.
2. Present the following information:
    a. Each personality type (SJ, SP, NF, NT) behaves in a way that is different from the three other personality styles.

    b. Discuss the SJ characteristics listed below (same as characteristics listed at end of biographical sketch).

    It is probably most important to an SJ to:

    - Feel dutiful in serving, caring for and being useful to others.
    - Be responsible.
    - Belong to a family or group
    - Uphold traditions and heritage.

3. Many experts of personality styles studying famous and historical people consider Abraham Lincoln to be an SJ. Pick out and discuss information given in the Lincoln biographical sketch that experts would agree probably support Lincoln as an SJ.

   Example - What actions of Lincoln illustrates his need to be dutiful in serving, caring for and being useful to others?

4. Divide students into four groups, instructing each group to brainstorm, create, and develop a time line for a specific period in Lincoln's life.

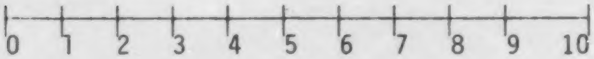
   Example:

Group 1	0 to 10 years
Group 2	10 to 20 years
Group 3	20 to 30 years
Group 4	30 to 40 years

   Utilizing the information in Lincoln's Biographical Sketch and the SJ characteristics.

   Example:

   Group 1 Time Line



helped parents
plant seeds for
crops

5. Share time lines in chronological order and discuss.

TRANSFER ACTIVITY: Instruct students to bring in a magazine picture of a person depicting an SJ characteristic.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express three SJ characteristics.
2. Given a list of personality style characteristics, student will identify three that are SJ.

FOLLOW-UP:

1. Ask students to think of TV or movie characters that may be SJ's. (Archie and Edith Bunker, Clara Barton, the Lone Ranger)
2. Use the pictures from the Transfer Activity to develop and SJ collage for the classroom.

SJ Biographical Sketch/Abraham Lincoln

"Honest Abe"

"Illinois Rail Splitter"

Abraham Lincoln was born on a Kentucky farm in 1809 to a father, mother, and sister. At age seven, he was strong enough to swing an ax and help grown men with the work. As part of a pioneer family, Lincoln chopped down trees to build the log cabin deep in an Indiana forest and cleared land to raise corn. At age nine, his mother died of an incurable disease causing Lincoln's father to go off in search of a new mother. After leaving Abraham and his sister alone for six months, Lincoln's father returned with his "new" bride - a widow with three children. As part of a family of seven, Lincoln spent most of his time doing chores. Consequently, he was only able to attend a small school house near his cabin for less than one year, but liking books and reading, Lincoln studied on his own until late in the evenings.

As a young man he earned money plowing soil, chopping wood for neighbor farmers, running the local ferryboat, becoming a postmaster, and working in a store where his funny stories were retold by others for miles around.

In 1832, Lincoln served in the Black Hawk War and was elected Captain of the Volunteer Army. The election to this office gave him much satisfaction. During this period, his interest in books continued into the area of law, and Lincoln became self-taught and a well-liked lawyer.

As an Illinois Legislator from 1834-1841, he never forgot his humble origins and supported internal improvements (roads, railroads, canals, harbors) for the county.

During the Lincoln-Douglas debates and as a United States Senator, Lincoln opposed slavery viewing slavery as immoral. He did not want the country to split over the slavery issue and felt, "a house divided against itself cannot stand."

As President, Lincoln wrote and delivered the Emancipation Proclamation in 1863, declaring that all slaves in the 11 Confederate States were free.

Lincoln saved the Union and abolished slavery, urging "malice toward none" and "charity for all".

SJ Characteristics

It is probably most important to an SJ to:

1. Feel dutiful in serving, caring for, and being useful to others.
2. Be responsible.
3. Belong to a family or group.
4. Uphold traditions and heritage.

Descriptive Words

Dependable	Dutiful
Responsible	Reliable

Motto: Be Prepared

LESSON 27

TITLE: SJ PERSONALITY STYLE

GOAL: TO DEVELOP AWARENESS OF THE SJ PERSONALITY STYLE

LESSON OVERVIEW: Recognizing the traits of the SJ personality style role playing.

MATERIALS:
SJ Character Sketch
Announcer Script

PROCEDURE:

A. Small or Large group activity.

Introduce the following to students -

1. Today begins our soap opera "As the Star Shines".
2. Write the following on board -
   - dependable
   - stable
   - reliable
   - backbone of society
   - pillar of strength
   - dutiful to family
   - responsible
   - salt-of-the-earth
   - tradition
   - cares for others
3. Pass out SJ Character Sketch and read to class.
4. Ask class to select a student to portray SJ mother.
5. Ask class to select a student to be Announcer. Announcer will be responsible for reading the introduction each time soap opera is role played.
6. Ask class to select a student to be in charge of sound effects and props.
7. The roles of teacher, counselor, and remaining students will be to offer suggestions and act as "critics" to ensure that the characters are true to their personality style.

TRANSFER ACTIVITY: Observe SJ traits displayed within your family and among your friends. Do you have any of these characteristics?

BEHAVIORAL OBJECTIVES:

1. Student will verbally express three SJ characteristics.
2. Given a list of personality style characteristics, student will identify three that are SJ.

FOLLOW-UP:

1. Develop another SJ character for the soap opera "As The Star Shines", other than a family member.

SJ Character Sketch

Betty Smith was born on a small farm in Iowa. She loved helping out around the farm, and especially loved to care for the animals. She was a good student always doing her homework - even extra work. At home, she helped with all the household chores.

At age 14, Betty's mother became very ill and Betty cared for her whole family - cooking, cleaning, and keeping everyone's spirits up.

She did well in high school, but instead of going on to college she chose to marry her high school sweetheart at 18. It was most important to Betty to have a family of her own.

Betty is now 35 and the mother of two children, a girl and a boy. Janet is 14 and Steve is 11. Betty stays home and cares for her children and her husband, Jack, who is 36.

ANNOUNCER SCRIPT

Announcer: Welcome to "As the Star Shines", a continuing drama about the Smith family living in Middletown, California. Each day we will see the Smith's deal with life's situations - the happiness, the sadness, the pleasures, the pain. Stay tuned now for "As the Star Shines".

Today we see Betty baking cookies before her children come home from school and finishing up the acceptance speech she will be giving as she becomes the new PTA president this evening.

Mother Betty: (In the kitchen
The phone rings)

Sound Effects: Ring, ring!
(Betty's husband is calling to say he will be bringing his boss home for dinner).

Mother Betty: Hello (Improvise)

Teacher Note: Before role-playing, students may need help in structuring the situation and recognizing Betty's inner conflict resulting from the phone call. Questions from the teacher may be appropriate and helpful in clarification and generation of ideas.

Example:

-What is Betty's situation?
 i.e: time, commitments to PTA and family priorities.
-What do we know about her type?
-How would an SJ handle a situation like Betty's?

Announcer: Tune in tomorrow to "As the Star Shines" and see if Betty will again find herself in a crisis situation ---torn between duty and responsibility to her family.

LESSON 28

TITLE: NT PERSONALITY STYLE

GOAL: TO DEVELOP AWARENESS OF THE NT PERSONALITY STYLE

LESSON OVERVIEW: Recognizing the traits of the NT personality style through a biography of a famous personality.

MATERIALS: Biographical Sketch - Einstein

PROCEDURE: A. Small or large group activity

1. Distribute a copy of the Albert Einstein biographical sketch to each student and read as a class.

2. Discuss the NT characteristics listed below (same as characteristics listed at end of biographical sketch).

   It is important to an NT to:

   - be competent in abilities and skills.
     definition of competent: to be capable; to have enough power, skill to do something.
   - analyze nature, ideas, laws and theories.
   - be logical
   - be knowledgeable in and develop mastery of all areas pursued.

3. Albert Einstein is considered to be an NT by many experts of personality styles. Pick out and discuss information given in the Einstein biographical sketch that experts would probably agree support Einstein as an NT.

   Example:

   - What information regarding Einstein illustrates his need to be competent?

4. Divide students into 4 groups, instructing each group to brainstorm, and develop a time line for a specific period in Einstein's life (as a reference, see Section A, Number 4, Lesson 26).

   In addition to utilizing the information in the biographical sketch and the NT characteristics encourage students to be original in designing the time lines.

5. Share time lines in chronological order and discuss.

TRANSFER ACTIVITY: Instruct students to bring in a magazine picture of a person demonstrating an NT characteristic.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express three NT characteristics.
2. Given a list of personality style characteristics, student will identify three that are NT.

FOLLOW-UP:

1. Discuss with students other famous people, TV or movie characters that may be NT's. (Marie Curie, Star Trek's Mr. Spock.)
2. Use the pictures from the Transfer Activity to develop an NT collage for the classroom.

NT Biographical Sketch/Albert Einstein

Scientist

Albert Einstein was born in Germany in 1879. As a young child, he seemed socially awkward and somewhat different from the other children. During his school years, he was fascinated by science and mathematics and did well in those areas. However, he was somewhat of a failure in other subjects, especially languages, considering them to be a waste of time. By age 14, he had taught himself analytical geometry and calculus and was widely read in the sciences.

Einstein's mastery of complex mathematical ideas enabled him to attend a prominent technical school in Switzerland. Later, he was employed as a clerk in the Swiss patent office. It was during this period that Einstein received a doctoral degree and published his famous, Theory of Relativity. This Theory used highly complicated mathematical equations; proving that space, time, and energy are related to each other in very specific ways. By age 30, Einstein was internationally recognized for his scientific abilities and served as professor in several European universities.

His ideas about the universe made possible his development of many theories about physics which drew the attention of the entire intellectual world.

Albert Einstein, renowned physicist, stood for peace, intellectual freedom, and world brotherhood. Society honored him in 1921, recognizing his attributes and achievements, by awarding him the Nobel Prize for Physics.

NT Characteristics

It is probably most important to an NT to:

1. Be competent in abilities and skills.
   Definition of competent: to be capable,
   to have enough power, skill to do something.
2. Analyze nature, ideas, laws, and theories.
3. Be logical.
4. Be knowledgeable in, and develop mastery of, all areas pursued.

Descriptive Words

logical	systematic
analytical	inquisitive

Motto: Competence!

LESSON 29

TITLE: NT PERSONALITY STYLE

GOAL: TO DEVELOP AWARENESS OF THE NT PERSONALITY STYLE

LESSON OVERVIEW: Recognizing the traits of the NT personality style through role playing.

MATERIALS:
NT Character Sketch
Announcer Script

PROCEDURE:

A. Small or large group activity

1. Today we will introduce another character in our soap opera "As the Star Shines".
2. Write the following on board -

   competent
   analytical
   ingenius
   efficient
   logical
   "should-know should-be-able-to" attitude
   proficient
   mastery

3. Pass out NT character sketch and read to class.
4. Select students to portray the roles of SJ mother (Betty Smith), NT father, (Jack Smith) and announcer.
5. Select a student to be in charge of sound effects and props.
6. The roles of teacher, counselor and remaining students will be to offer suggestions and act as "critics" to ensure accuracy of the personality styles.
7. Enact the script.

TRANSFER ACTIVITY: Observe NT traits displayed within your family and among your friends. Do you have any of these characteristics?

BEHAVIORAL OBJECTIVES:

1. Student will verbally express three NT characteristics.
2. Given a list of personality style characteristics, student will identify three that are NT.

FOLLOW-UP:

1. Develop another NT character for the soap opera "As the Star Shines", other than a family member.

ANNOUNCER SCRIPT

Announcer: Welcome to "As the Star Shines" a continuing drama about the Smith family of Middletown, California.

Today we again see the Smith's dealing with the precarious circumstances of life - the ups, the downs, the ins, the outs.

Stay tuned now for "As the Star Shines".

As we look into the Smith household this morning we see that Betty has finished cooking breakfast for her family and is questioning Jack about his not having RSVP'd their invitation to his company's annual Christmas party. Jack is getting dressed for work and appears disinterested.

Improvise a script

Teacher Note: Before beginning the improvisation it may be necessary to clarify the characters roles and the possible conflict resulting from the unanswered invitation.

The following questions may be helpful:

-What is Betty's position?
-What do we know about Betty's personality style?
-What is Jack's position?
-How might Betty and Jack's priorities differ?
-What do we know about Betty and Jack's differences in personality style?
-How might the difference in style cause conflict?

Announcer: Tune in tomorrow to "As the Star Shines" and see if our typical American family from Middletown, California are once again finding themselves "bracing in readiness" for the ensuing conflicts of life.

NT Character Sketch

Jack Smith was born in Glendale, California where he lived until age 15. As an infant and toddler he was rather solemn and independent, yet, precocious--talking early - continually asking "WHY" questions and learning to read before he went to school. In school, he finished his work quickly and accurately in order to use the mechanical pencils and tools necessary to design complicated drawings of rocket engines. Having few friends and no interest in a social life, he pursued his interest in scientific technology at the drawing board in his room, again, drafting rocket engines and building prototypes of his designs.

Jack moved with his parents to Iowa where he entered high school and met Betty. He enjoyed Betty's natural enthusiasm and valued her devotedness in caring for her family. He soon found himself spending many afternoons and evenings at Betty's home, helping her with physics and eating homemade cookies baked by Betty especially for him.

Jack continued to excel in school, winning every science prize possible, making his teachers and parents very proud. His dream was to continue his studies at M.I.T. During his senior year, he received a partial scholarship to M.I.T., but his parents could not afford to pay the difference. Disappointed, he shared his feelings with Betty.

Betty loved Jack and wanted to help. She offered to put Jack through school working as a secretary, using the typing and shorthand skills she had learned in high school. Jack agreed thinking it was a logical solution to the problem and knowing he loved Betty. They married the week after their high school graduation and Jack entered M.I.T. that fall.

After graduating from M.I.T. with a Ph.D. in mechanical engineering, Jack took a job working on the space shuttle with a large California company involved in the space industry.

LESSON 30

TITLE: NF PERSONALITY STYLE

GOAL: TO DEVELOP AWARENESS OF THE NF PERSONALITY STYLE

LESSON OVERVIEW: Recognizing the traits of the NF personality style through a biography of a famous personality.

MATERIALS: Biographical Sketch - Shakespeare

PROCEDURE: A. Small or large group activity

1. Distribute a copy of the William Shakespeare biographical sketch to each student and read as a class.

2. Discuss the NF characteristics listed below (same as characteristics listed at end of biographical sketch).

   It is probably most important to an NF to:

   - be real and have meaningful relationships.
   - promote harmony and limit conflicts.
   - be seen as unique.
   - appreciate and accept others.

3. William Shakespeare is considered to be an NF by many experts of personality styles.

   Choose and discuss information given in the Shakespeare biographical sketch that experts would probably agree supports Shakespeare as an NF.

   Example:

   - What information about Shakespeare demonstrates his ability to appreciate others?

4. Divide students into 4 groups, instructing each group to create and develop a time line for a specific period in Shakespeare's life (as a reference see Section A, Number 4, Lesson 26).

   In developing time lines, encourage students to create novel and original events while using the biographical sketch and NF characteristics as a reference.

5. Share time lines and discuss.

   - Are the "made-up" events consistent with Shakespeare's style?
   - How are event and style consistent?

TRANSFER ACTIVITY: Instruct students to bring in a magazine picture of a person depicting an NF characteristic.

BEHAVIORAL OBJECTIVES:

1. Students will verbally express three NF characteristics.
2. Given a list of preference type characteristics, student will identify three that are NF.

FOLLOW-UP:

1. Discuss with students other well-known personalities that may be NF's.
   (Sally Field, Jane Fonda, John Denver, John Lennon, Annie Sullivan (Helen Keller's teacher).
2. Use the pictures from the Transfer Activity to develop an NF collage for the classroom.

NF Biographical Sketch/William Shakespeare
Greatest English Playwright
1564-1616

William Shakespeare was born in 1564 in the prosperous town of Stratford-on-Avon approximately 100 miles outside of London, England. At age eight, he entered grammar school where he received an excellent education in Latin language and literature, logic, composition, and Roman literature. Although the hours spent in class were long, Shakespeare played and was skilled in archery, falconry, and other sports.

In order to financially help his father, Shakespeare discontinued his education at age thirteen. At eighteen he married a woman eight years his elder and in three years time was the father of three. Shakespeare kept closely involved with the town of Stratford, where his family remained, although he lived in London at times working as a traveling actor. By age thirty with the publication of Henry VI, Shakespeare had gained renown and fame as a playwright.

In addition to his writing, he continued acting with the most popular group of actors in England, often performing for Queen Elizabeth I and later King James I.

William Shakespeare had a long and successful career as a playwright writing historical plays based on lives of important people, comedies (plays which end happily), and tragedies (plays which do not end happily). One of his most characteristic plays was Romeo and Juliet which exemplifies his understanding of love and tragedy. All of Shakespeare's plays focus on relationships between people.

At age fifty-two, Shakespeare died suddenly, leaving his great works to be rediscovered and enjoyed by each generation. His writings remain unequalled in their verbal expertness and understanding of human interactions. Shakespeare's unique plays continue to remind man of what is possible in literature.

NF Characteristics

It is probably most important to an NF to:

1. Be real and have meaningful relationships.
2. Promote harmony and limit conflicts.
3. Be seen as unique.
4. Appreciate and accept others.

Descriptive Words

harmonious
warm-hearted

empathetic
understanding

Motto: Harmony and Understanding

LESSON 31

TITLE: NF PERSONALITY STYLE

GOAL: TO DEVELOP AWARENESS OF THE NF PERSONALITY STYLE

LESSON OVERVIEW: Recognizing the traits of the NF preference through role playing.

MATERIALS:
NF Character Sketch - Daughter
Announcer Script

PROCEDURE:

A. Small or large group activity

1. Today we will introduce a third character in our soap opera "As the Star Shines".
2. Write the following on board -

   Unique
   Meaningful
   Real
   Perfection
   Authentic
   Relationships
   Harmonious
   Appreciate
   Acceptance
   Possibilities in people
   Interaction

3. Pass out NF Character Sketch and read to class.
4. Select four students to portray the roles of SJ mother, NT father, NF daughter and announcer.
5. Select a student to be in charge of sound effects and props.
6. The roles of teacher, counselor and remaining students will be to offer suggestions and act as "critics" to ensure accuracy of the personality styles.

TRANSFER ACTIVITY: Observe NF traits displayed within your family and among your friends. Do you have any of these characteristics?

BEHAVIORAL OBJECTIVES:

1. Student will verbally express three NF characteristics.
2. Given a list of personality style characteristics, student will identify three that are NF.

FOLLOW-UP:

1. Develop another NF character for the soap opera "As the Star Shines" , other than a family member.

ANNOUNCER SCRIPT

Announcer: Welcome to "As the Star Shines" - a continuing drama about the Smith family of Middletown, California.

As we look in today, we again see the Smith's enmeshed in the drama of life - its joys, its sorrows, its triumphs, its defeats.

Stay tuned now for "As the Star Shines".

This morning we see Mr. Smith eating breakfast and reading a technical paper of his published in a national aeronautical journal. Mrs. Smith is nearby preparing a school lunch and pressing the wrinkles out of daughter Janet's blouse. Janet has sheepishly walked into the room and placed her disappointing report card in front of her father.

Improvise a script.

Teacher Note: Continue to clarify characters' roles with students and the conflict situation.

-What does Janet appear to be feeling about her report card?

-How might Mr. and Mrs. Smith's reactions to their daughters report card differ?

-Might Janet's type cause her to view reactions to her report card as a personal judgement?

Announcer: Tune in next time to see once more American family from Middletown, California copes with the ever increasing tragic and triumphant events of life.

NF Character Sketch

As an infant, Janet was diagnosed as having colic and cried often. This resulted in her parents spending a great deal of time holding and comforting her. As Janet grew older she spent time watching her mother do housework, listening to her parents read storybooks to her and playing quietly by herself. Through her vivid imagination, Janet's stuffed animals and dolls became "real" and treasured close friends.

Janet always felt rather shy, but people really liked her. She was a sensitive and kind friend to others. Her preference was to have a few close friends and these friends were important to her. She generally spent her time with her close friends or wrote and illustrated stories in her room.

Now, as a fourteen-year-old teenager, Janet has a boyfriend named John. She likes to spend as much time with John as possible because he is very important to her. She is very romantic and often thinks about her relationship with John and how it will develop. Sometimes this daydreaming interferes with her schoolwork, and although Janet is very bright, her grades do not always indicate this.

LESSON 32

TITLE: SP PERSONALITY STYLE

GOAL: TO DEVELOP AWARENESS OF THE PERSONALITY STYLE

LESSON OVERVIEW: Recognizing the traits of the SP personality style through a biography of a famous personality.

MATERIALS: Biographical Sketch

PROCEDURE: A. Small or large group activity

1. Distribute a copy of the Neil Armstrong Biographical Sketch to each student and read as a class.
2. Discuss the SP Characteristics listed below (same as) characteristics listed at end of Biographical Sketch).

   It is probably most important to an SP to:

   - make choices spontaneously
   - be independent
   - act on impulses, urges, and compulsions
   - be free
3. According to many experts of personality styles, Neil Armstrong is considered to be an SP. Pick out and discuss information given in the Armstrong Biographical Sketch that experts would probably agree support Armstrong as an SP.

   Example:

   - What actions of Armstrong illustrate his need to be free and independent?

4. Divide students into four groups, instructing each group to create a time line for a specific period in Armstrong's life (see Section A, Number 4, Lesson 26). Encourage students to be original in developing and designing time line and to utilize the information in the Biographical Sketch and SP Characteristics.

5. Share time lines in chronological order and discuss.

TRANSFER ACTIVITY: Instruct students to bring in a magazine picture of a person depicting an SP characteristic.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express three SP characteristics.

2. Given a list of personality style characteristics, student will identify three that are SP.

FOLLOW-UP:

1. Discuss with students other famous people, TV, or movie personalities that may be SP's. (Elvis Presley, President John Kennedy, Cathy Rigby, Bjorn Borg, Burt Reynolds, Clint Eastwood, Bruce Jenner)

2. Use the pictures from the Transfer Activity to develop an SP Collage for the classroom.

SP Biographical Sketch/Neil Armstrong

"Astronaut"

Neil Armstrong's greatest desire was to learn how to fly. He took his first airplane ride when he was six years old. At age 14, he took flying lessons at his home-town airport which he paid for with money he earned by working in a drugstore. Neil had an interest in doing things that were different and dangerous.

Armstrong studied aeronautical engineering at Purdue University and went into a flying career. He worked as a test pilot, taking great risks flying the X-15 plane at 4,000 miles per hour at a 40 mile altitude. He was an excellent pilot.

In 1966, Armstrong became an astronaut and took his first space flight with the Gemini 8 mission, bringing the spacecraft to a safe emergency splashdown. After a dangerous spin, officials said Armstrong showed "extraordinary piloting skill."

In 1969, Armstrong was the first man to walk on the moon. This moon walk came during the Apollo II flight. During this exciting adventure, Armstrong walked on to the moon's surface stating:

> "That's one small step for a man,
> one giant leap for mankind."

SP Characteristics

It is probably most important to an SP to:

1. Make choices spontaneously
2. Be independent
3. Act on impulses, urges, and compulsions
4. Be free

Descriptive Words

Spontaneous
Impulsive
Adventurous
Dynamic

Motto: Easy come, easy go!

LESSON 33

TITLE: SP PERSONALITY STYLE

GOAL: TO DEVELOP AWARENESS OF THE SP PERSONALITY STYLE

LESSON OVERVIEW: Recognizing the traits of the SP personality style through role playing.

MATERIALS:

SP Character Sketch - Son
Announcer Script

PROCEDURE:

A. Small or large group activity

1. Today we will introduce the fourth and final character in our soap opera, "As the Star Shines".
2. Write the following on the board -

   freedom
   independent
   impulses/urges
   spontaneous

   action
   works best in crises
   endurance

3. Pass out Character Sketch and read to class.
4. Select five (5) students to portray the roles of SJ mother, NT father, NF daughter, SP son and announcer.
5. Select a student to be in charge of sound effects and props.
6. The roles of teacher, counselor, and remaining students will be to offer suggestions and act as "critics" to ensure accuracy of preference type.

TRANSFER ACTIVITY: Observe SP traits displayed within your family and among your friends. Do you have any of these characteristics?

BEHAVIORAL OBJECTIVES:

1. Student will verbally express three SP characteristics.
2. Given a list of personality style characteristics, student will identify three that are SP.

FOLLOW-UP:

1. Develop another SP character for the soap opera "As the Star Shines", other than a family member.

SP CHARACTER SKETCH

Steve was one of those wiggley, active babies who was into everything - drawers, cupboards, and the garbage - with a spirit of exploration. As a young child, he was always interested in those activities that were daring and exciting. He climbed the tallest tree in the backyard and would try to parachute down, or he would jump off the garage roof just for fun.

As Steve got into school, he was a mover -- up and around the classroom all the time and no matter what the teacher said, he could talk and charm his way of of it! He excelled in sports and was a star from the first moment he entered Little League. He could run, hit, and catch better than any of the other kids, and he was always willing to take the risk and go for it.

Now, at age 11, Steve can do well in school, but many times is too busy with other activities to spend time on work. Consequently, he is just sliding by and finds school pretty boring. Yet, in sports and art he excels. He has lots of friends and really likes being with a group of guys. So, right now it seems sports and friends are really his thing.

At home Steve enjoys playing tricks on his sister because it keeps things interesting and exciting around the house.

He keeps out of trouble spending time with his Dad who helps him perfect his athletic skills or by just "sweet talking" his Mom!

ANNOUNCER SCRIPT

Announcer: Welcome to "As The Star Shines" - a continuing drama about the Smith family of Middletown, California.

Looking in this evening, we see the Smith's again facing the trials and tribulations of life - the risks, the opportunities, the fortunes, the fate.

Stay tuned now for, "As The Star Shines."

It is seven o'clock. Mr. Smith is sitting at his drafting board designing fuel injectors for a rocket engine. Mrs. Smith is on the phone discussing the next PTA meeting with another Board member. Daughter Janet is in her room with a friend who is spending the night. Son Steve is just outside his sister's bedroom door preparing to play annoying tricks on Janet and her friend.

Improvise a script.

Teacher Note: Continue to clarify characters' roles with students and review the conflict situation that is about to occur.

___What do we know about each of the Smith's type?

___What will Janet's reaction to her brother's tricks be?

___How might the parents become involved?

___What would the parent's reactions be?

___Might the differences in type cause more conflict?

___How might the situation be resolved?

Announcer: Plan to be with us for future episodes of "As The Star Shines" when we answer.....

"Will Betty Smith's in-laws visit for a month?"

"Will Steve's grades prevent him from making the junior high baseball team.?"

"Will Janet break up with her boyfriend?"

"Will Mr. Smith be asked to attend the President's Annual Family Picnic?"

SECTION 9

STAR

Social Thinking And Reasoning

NEEDS AND STRENGTHS

OF THE FOUR BASIC PERSONALITY STYLES

This section presents four lessons which discuss and illustrate the needs and strengths of the SJ, NF, NT, and SP personality style. Many adolescents become frustrated with their unsuccessful, unproductive actions and are often unable to see that this frustration may come from unmet needs and lack of using one's strengths.

These lessons present a positive focus on each style through activities and role playing. Thus, each student can become aware of their own specific needs and strengths, and how these can be helpful in being successful and productive.

LESSON 34

TITLE: NEEDS AND STRENGTHS OF AN NF

GOAL: TO INCREASE AWARENESS OF THE NF STYLE.

LESSON OVERVIEW: Discriminating NF behaviors in the areas of personal needs and strengths.

MATERIALS:
Dialogue Script
Concept Chart, "Needs and Strengths
Needs and Strengths Chart (Curriculum Copy)

PROCEDURE: A. Small or large group activity

1. Pass out Needs and Strengths Chart to students.
2. Discuss with students the features of the NF Style focusing on the needs and strengths listed below:
    a. NF NEEDS
        - to realize own potential
        - to discover, clarify and develop uniqueness
        - to focus attention on his/her relationships with others and on his/her role in those relationships.

    b. NF STRENGTHS
        - well-developed empathy
        - strong, cooperative and democratic spirit
        - ability to see goodness in others
        - ability to inspire others to realize and reach their potential
3. Select 2 students (at a time) to read dialogues, following up each dialogue with the other students answering the corresponding question.
4. Draw the chart on the following page on the board.

5. Review each dialogue and record on board chart a word or phrase that summarizes the NF characteristics portrayed in each of the six dialogues.

N/F

NEEDS	STRENGTHS

TRANSFER ACTIVITY:

1. Act like an NF all day and report back on how it went.
2. List 4 or 5 students in your class who you think illustrate the NF Style and be prepared to support your choices.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express one need and one strength of the NF Style.
2. Given a list of needs and strengths, student will identify those of the NF Style.

FOLLOW-UP:

1. Words to know: Integrity, Meaningful, Empathy, Idealistic
    a. Look up these words in a dictionary and ask yourself in what way each word describes (or doesn't describe) you.
    b. Decide on someone you know who is a good example of one of these words and be prepared to tell why.
2. Give an example of something you did or said recently that is like (or not like) the NF Style.
3. In what ways are your parents like the NF Style?
4. Pick two friends at school and tell how one of them is like the NF Style and the other one unlike the NF Style.
5. Continue "As the Star Shines" by letting students add more characters and improvise a story line.

NF DIALOG SCRIPT

NEEDS

1. A: "You haven't even said Hi to me lately; what's the matter?"
B: "Well, I don't know how to tell you. It's not that you don't like me; I just don't think you know me, not really."
A: "That's crazy. I know your name. I know where you live. I know you like swimming. I know lots of things."
B: "But how much is that? Besides, I'm not even sure if I do like swimming. I wish we knew each other better. Sometimes I feel invisible."

QUESTION: Which person has a need to be recognized for who he/she is or what he/she is like?

2. A: "Hey, I've got something to tell you. Well actually, it's a little embarrassing, but I want to tell you anyway."
B: "That doesn't sound very smart to me. You should be more clever than that. Frankly, I'd rather keep people guessing, myself. It's useful you know."
A: "I suppose so, but we're friends, and I feel uncomfortable keeping things from you."

QUESTION: Which person has a need for a close, honest relationship?

3. A: "You look puzzled, what's the matter?"
B: "Oh, everything. Sometimes I don't think life is worth living."
A: "Are you in another one of your moods?"
B: "It's not a mood--it's serious. I just realized I don't know what I'm really like at all."
A: "What's that supposed to mean?"
B: "Like I've always thought of myself as a pleasant and friendly person; and so I've been going around acting pleasant and friendly--but it's just an act."
A: "But you are a friendly person--I know you."
B: "But how do I know I'm really friendly, if I've just been acting friendly?"

QUESTION: Which person has a need to keep trying to find out what he/she is really like?

STRENGTHS

4. A: "I guess I must be the dumbest person in the world when it comes to math. I can't believe I got a D."
   B: "Well, it's better than flunking. Say, wasn't that the first time you ever had fractions?"
   A: "Yeah, and I hate them. I only passed one test this semester."
   B: "I hate them too. I think it's super that you managed to pass one of those tests. You might be one of those people who gets so angry with math that you refuse to let it get the best of you. You might even end up being a mathematician some day. That would sure be a surprise!"

QUESTION: Which person has the ability to see the good in people and to encourage it?

5. A: "Good morning. How are you?"
   B: "Fine."
   A: "Did you say 'fine'?"
   B: "Yeah, fine."
   A: "Sure--no way you're fine. You're upset about something I can tell."
   B: "How did you know?"

QUESTION: Which person is sensitive to how other people feel?

6. A: "Here comes the other group--quick, let's pick the easiest books before they get here!"
   B: "Nah, that's no fun. Let's just wait until they get here, then divide them up equally."
   A: "Fun? I want to win."
   B: "Well, so do I, but what's the fun of it if everybody doesn't get an equal chance? We might as well not play."

QUESTION: Which person is able to be cooperative and democratic?

NEEDS AND STRENGTHS CHART

NEEDS:
- to understand why
- to know the details of things and ideas
- to be in control of self and thoughts

NT

STRENGTHS:
- ability to gain knowledge & skill
- ability to express exactly what is meant
- ability to decide for self what is true

(Words to know: Competent, Rational, Precise, Logical)

NEEDS:
- to be useful and productive
- to belong & to do what's right
- to keep order and have rules

SJ

STRENGTHS:
- ability to be responsible and complete tasks
- ability to be dependable & serve the needs of others
- ability to respect authority & be dutiful

(Words to know: Service, Heritage, Nurturant, Dutiful, Productive)

NEEDS:
- to be recognized for who & what you are
- to have close relationships with others
- to discover what kind of person you really are & be that way

NF

STRENGTHS:
- ability to see the good in people
- ability to know how others feel
- ability to be cooperative and democratic

(Words to know: Integrity, Meaningful, Empathy, Idealistic)

NEEDS:
- to be free
- to be active
- to have excitement & adventure

SP

STRENGTHS:
- ability to be flexible & spontaneous
- ability to take action & take risks
- ability to entertain & compete

(Words to know: Dynamic, Impulsive, Spontaneous, Sensational)

LESSON 35

TITLE: NEEDS AND STRENGTHS OF AN SP

GOAL: TO INCREASE AWARENESS OF THE SP STYLE

LESSON OVERVIEW: Discriminating SP behaviors in the area of personal needs and strengths.

MATERIALS: Dialogue Script

PROCEDURE: A. Small or large Group Activity

1. Discuss with the students the features of the SP style focusing on the needs and strengths as listed below:

   a. SP NEEDS

      to act on impulses
      to be free
      to be active
      seeks sensation
      to be spontaneous

   b. SP STRENGTHS

      dynamic
      flexible
      willing to take risks
      entertaining

2. Select two students (at a time) to read dialogues - following up each dialogue with the other students answering the corresponding question.

3. Draw the following chart on the board:

SP

NEEDS	STRENGTHS

4. Review each dialogue and record on board chart a word or phrase that summarizes the SP characteristic portrayed in each of the six dialogues.

TRANSFER ACTIVITY:

1. Act like an SP all day and report back on how it went.
2. Make a list of four or five students in your class who you think illustrate the SP style and be prepared to support your choices.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express one need and one strength of the SP style.
2. Given a list of needs and strengths, student will identify those of the SP style.

FOLLOW-UP:

1. Words to know: Dynamic, Spontaneous, Sensational, Impulsive
   a. Look up these words in a dictionary and ask yourself in what way each word describes (or doesn't describe) you.
   b. Decide on someone you know who is a good example of one of these words and be prepared to tell why.
2. Give an example of something you did or said recently that is like (or not like) the SP style.
3. In what ways are your parents like the SP style?
4. Pick two friends at school and tell how one of them is like the SP style and other one unlike the SP style.
5. Continue "As the Star Shines" by letting students add more characters and improvise a story line.

SP DIALOG SCRIPT

NEEDS

1. A: "That guy really got hurt at the dance last week. I'm voting for more chaperons at today's meetings."
B: "Not me - they'll just get in everyone's way."
A: "But all they do is hlep make sure the rules are followed - that's good for everybody."
B: "Hey, I want to have fun. I can't have fun with people telling me what to do."

QUESTION: Which person has a need to be free?

2. A: "Come on, let's go over to the center and see what's happening."
B: "What for?"
A: "I don't know what for; let's just go see."
B: "No, I don't feel like doing that."
A: "Well, let's go get some ice cream."
B: "I thought you wanted to go to the center."
A: "I don't care...Let's get your parents to drive us to the beach so we can surf."

QUESTION: Which person has a need to be active?

3. A: "Bet you I can climb to the top of those cliffs."
B: "Are you crazy? That's almost straight up."
A: "Come on - what are you, scared? This will be terrific."
B: "I don't understand you. What do you want to do, kill yourself?"

QUESTION: Which person has a need for excitement and adventure?

4. A: "I'm so glad we are going to this movie. I have been looking forward to seeing it all week."
B: "Yeah, it will probably be an OK movie." (Ring, Ring)
A: "Hello? Hi, Bob. A party at your parent's beach house? All right. We'll be there in 15 minutes. Thanks."
B: "What are you saying? We planned on going to the movies and I even got new jeans.

QUESTION: Which person has the ability to change plans easily at the last minute?

5. A: "Look, that guy over there is picking on the new guy."
"That's not fair; the new guy is little."
B: "Come on, let's go protect him."
A: "Well, I don't know; let's think about it. Hey, wait. Come back."

QUESTION: Which person is quick to take action?

6. A: "Come on, let's sign up for the talent show."
B: "But it'll be embarassing."
A: "It'll be fun."
B: "People will think we're fools."
A: "We can make them laugh."
B: "We'll have to practice hard."
A: "It's a breeze - we'll just run through it a few times."
B: "I'd rather be in the audience."
A: "I'd rather have an audience - it is boring to sit and watch."

QUESTION: Which person is entertaining and full of spirit?

LESSON 36

TITLE: NEEDS AND STRENGTHS OF AN NT

GOAL: TO INCREASE AWARENESS OF THE NT STYLE.

LESSON OVERVIEW: Discriminating NT behaviors in the areas of personal needs and strengths.

MATERIALS: Dialogue Script

PROCEDURE: A. Small or large group Activity

1. Discuss with students the features of the NT style focusing on the needs and strengths listed below.
    a. NT NEEDS
        to understand and gain knowledge
        to be logical
        to be in control of self and thought
    b. NT STRENGTHS
        ability to pursue intellectual knowledge
        ability to consider and learn new ideas
        ability to be straightforward in dealing with others
2. Select two students (at a time) to read dialogues, following up each dialogue with the other students answering the corresponding question.
3. Draw the following chart on the board:

NT

NEEDS	STRENGTHS

4. Review each dialogue and record on board chart a word or phrase that summarizes the NT characteristic portrayed in each of the six dialogues.

TRANSFER ACTIVITY:

1. Act like an NT all day and report back on how it went.
2. Make a list of four or five students in your class who you think illustrate the NT style and be prepared to support your choices.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express one need and one strength of the NT style.
2. Given a list of needs and strengths, student will identify those of the NT style.

FOLLOW-UP:

1. Words to know: Competent, Rational, Precise, Logical
    a. Look up these words in a dictionary and ask yourself in what way each word describes (or doesn't describe) you.
    b. Decide on someone you know who is a good example of one of these words and be prepared to tell why.
2. Give an example of something you did or said recently that is like (or not like) the NT style.
3. In what ways are your parents like the NT style?
4. Pick two friends at school and tell how one of them is like the NT style and the other one unlike the NT style.
5. Continue "As the Star Shines" by letting students add more characters and improvise a story line.

NT DIALOG SCRIPT

NEEDS

1. A: "That was some accident--and right in front of the school, too. I'll bet you could hear those brakes squealing a mile away!"

B: "But there weren't any tire marks--where were the tire marks?"

A: "Oh, who cares? Sometimes you get 'em, sometimes you don't."

B: "But it is so odd. There must be some explanation to there being tire marks sometimes, but not other times. Officer, can you explain to me....."

QUESTION: Which person has a need to understand why?

2. A: "The man said we could get to the beach by turning on any of these streets, but that the quickest way was to keep going past one stop sign, then a traffic light, then turn right immediately. "

B: "Did he mean turn right at the light or immediately after it?"

A: "Who knows? --it doesn't matter. What do you mean anyway?"

B: "I mean he could've meant to turn right at the street with the light or he could have meant to go past the stop sign and the light, then turn at the next street---that's all I meant."

A: "Why don't you worry about it all the way to the beach."

QUESTION: Which person has a need to know the details of things and ideas?

3. A: "I don't see you dancing. What's the matter?"

B: "No, everyone is doing that new dance and I haven't learned it yet."

A: "But there's nothing to learn! You just get out there and enjoy it."

B: "Yes, but it's not much fun until you get it right. I want to watch for a while, and maybe practice at home."

A: "That's no fun!"

B: "It isn't much fun making mistakes either."

QUESTION: Which person has a need to be in control of himself and his thinking?

NT DIALOG SCRIPT

STRENGTHS

4. A: "You're reading a book about the desert! What on earth for?"

B: "Hey, there's a lot of good stuff in here. I'm even learning how to tell a poisonous snake from one that isn't."

A: "You don't need to know that --how do you know if you'll ever go to the desert?"

B: "Well, I might. Anyway, I really like to find things out."

QUESTION: Which person probably has more knowledge or skill?

5. A: "So you don't like my new backpack. Some friend--what else don't you like about me?"

B: "I didn't say I don't like your backpack. I said the straps on it are too short. Look, it practically sits on the back of your neck."

A: "Well if you think the straps are too short then you don't like it---it's the same thing."

B: "It's not the same, and I didn't say that I don't like it."

A: "So, do you like it?"

B: "Well, actually, no."

QUESTION: Which person can say exactly what he means?

6. A: "If I were an astronaut, I'd like to explore Mars--see if there really are any people or things there."

B: "There's not. Our science teacher said there was no life on Mars."

A: "He's never been there."

B: "He says that robot rockets have looked and there isn't any life there."

A: "So what does that prove?"

B: "If there were life there, they would've found it."

A: "Maybe, but I'd like to study the subject more myself."

QUESTION: Which person can avoid believing everything he hears and can decide for himself what is true?

LESSON 37

TITLE: NEEDS AND STRENGTHS OF AN SJ

GOAL: TO INCREASE AWARENESS OF THE SJ STYLE.

LESSON OVERVIEW: Discriminating SJ behaviors in the areas of personal needs and strengths.

MATERIALS: Dialogue Script

PROCEDURE: A. Small and large group activity

1. Discuss with students the features of the SJ style focusing on the needs and strengths listed below.
   a. SJ NEEDS
      to be useful and productive
      to belong and to do what's right
      to keep order and have rules
   b. SJ STRENGTHS
      ability to be responsible and complete tasks
      ability to be responsible and serve the needs of others
      ability to respect authority and be dutiful
2. Select two students (at a time) to read dialogue, following up each dialogue with the other students answering the corresponding question.
3. Draw the following chart on the board:

SJ

NEEDS	STRENGTHS

4. Review each dialogue and record on board chart a word or phrase that summarizes the SJ characteristic portrayed in each of the six dialogues.

TRANSFER ACTIVITY:

1. Act like an SJ all day and report back on how it went.
2. Make a list of four or five students in your class who you think illustrate the SJ style and be prepared to support your choices.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express one need and one strength of the SJ style.
2. Given a list of needs and strengths, student will identify those of the SJ style.

FOLLOW-UP:

1. Words to know: Heritage, Dutiful, Productive, Judicious
    a. Look up these words in a dictionary and ask yourself in what way each word describes (or doesn't describe) you.
    b. Decide on someone you know who is a good example of one of these words and be prepared to tell why.
2. Give an example of something you did or said recently that is like (or not like) the SJ style.
3. In what ways are your parents like the SJ style?
4. Pick two friends at school and tell how one of them is like the SJ style and the other one unlike the SJ style.
5. Continue "As the Star Shines" by letting the students add more characters and emprovise a story line.

SJ DIALOG SCRIPT

NEEDS

1. A: "Hey, why the sad face?"

B: "It's because of my part in the school play---there's not really much for me to do."

A: "Sounds terrific! Be glad you don't have to do a lot of work!"

B: "But doing a lot is what I wanted. It's not that I'm so crazy about the play---and I didn't want a starring role---I just feel kind of left out, like I'm not contributing very much."

QUESTION: Which person has a need to be useful and productive?

2. A: "Let's run for Student Council, O.K.?"

B: "I'd really rather not. The Science Club meets at the same time and that's more fun."

A: "Smelly old experiments are more fun? You can have it! I'd much rather help organize student activities. We also have to make some important decisions about the student dress code. It's my school and I like to be a part of what's going on."

B: "Fine---I hope you enjoy yourself. But, that is not for me."

QUESTION: Which person has a need to belong or to do what is right?

3. A: "I think it is perfectly awful the way my teacher runs her class. One day it's O.K. to chew gum and one day it is not. One day homework is due on Friday, then she says it's still acceptable on Monday. I wish she would make up her mind about things.

B: "You think she's bad---you should have that awful Miss Grundy. I could come to class in a wheelchair with a written doctor's excuse and she still wouldn't accept late homework. And we can't talk out loud in class, interrupt her when she's talking, or be tardy to class!"

QUESTION: Which person has a need to keep order and have rules?

SJ DIALOG SCRIPT

STRENGTHS

4. A: "What are you making?"
B: "Special folders for my team's project in social studies."
A: "But you don't have to do that. They can make their own."
B: "I told them I didn't mind---that I would find time to do it. I don't want to let them down.
A: "That is nice of you---but I hope you take time for yourself, too."

QUESTION: Which person is dependable and can be counted on to serve the needs of the group?

5. A: "Come on let's meet the rest of them over at the park."
B: "Not this time. I have to go to the library to study for Friday's test."
A: "But you already know all you need to. Just let it go this time."
B: "Nope, I want to be ready."

QUESTION: Which person is well prepared and responsible?

6. A: "I can't believe we've got 3 days detention. All we did was cut class."
B: "I'd like to kill him."
A: "Who?"
B: "The Principal---who do you think?"
A: "Oh. Well he did catch us. It's his job to enforce the rules."
B: "I don't care; I still hate him."
A: "I'm not exactly in love with him either. On the other hand, we're the ones who took a chance. He is in charge, you know. I just feel embarrassed about the whole thing."

QUESTION: Which person is capable of accepting authority?

SECTION 10

STAR
Social Thinking And Reasoning

APPLICATION OF PERSONALITY STYLES

This section presents four lessons to assist students in learning how the characteristics of personality styles apply to careers, learning and assertion. The students have an opportunity to review what they have learned in this section by applying the concepts they have learned to areas of everyday life, and through a game format.

The activities of this section assist the students in becoming aware that their preferences are important to consider when they need to make decisions concerning their lives.

LESSON 38

TITLE: CAREERS AND PERSONALITY STYLE

GOAL: TO INTRODUCE AND DEVELOP AWARENESS OF CAREERS TO PERSONALITY STYLE.

LESSON OVERVIEW: Developing an awareness of the relationship of personality style to job occupations.

MATERIALS:

Career Preference List
Style Cards
Career Style Sheet

PROCEDURE:

A. Small or large group activity

1. Pass out Career Preference List to each student with instructions to choose three occupations s/he is most interested in and list according to preference.
2. Divide class into four groups with each member randomly selecting a Style Card.
3. Distribute Career Style Sheets to each group.
4. Instruct the groups to:
    a. Write in one style selected on each Career Style Sheet.
    b. Select 4 suitable careers for each style. (A career style would feel satisfied with and be skilled at doing.)
    c. State four reasons for selecting the careers.

   For assistance in this activity, instruct groups to utilize the Needs and Strengths Chart in Lesson 34.

5. Select one example from each group and discuss with students as follows:
    a. How does this career choice support the extraversion/intraversion preference?
    b. How does this career choice support the sensing/intuitive preference?
    c. How does this career choice support the thinking/feeling preference?
    d. How does this career choice support the judging/perceiving preference?

TRANSFER ACTIVITY: Ask your parents what they enjoy about their careers and how they use their strengths and skills in these careers.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express one career preferred by each of the four basic personality styles (NF, NT, SJ, SP).
2. Given a list of careers, student will match up with personality styles.

FOLLOW-UP:

1. Using the famous people and television characters listed below, have students determine careers and possible personality styles of each.

    Teacher Note: If the situation arises, allow students to disagree and debate personality style.

Six Million Dollar Man - (ESFP)
Mindy (Mork and Mindy) - (INFJ)
Nero Wolfe - (INTP)
Sherlock Holmes - (INTJ)
James Bond - (ISTP)
John-Boy Walton - (INFJ)
Frank Poncherello
    "Ponch" (CHIPS) - (ESTP)
Abraham Lincoln - (ISFJ)
Jimmy Carter - (ISTJ)
General Patton - (ESTP)
Steve Garvey - (ISTP)
John Denver - (INFP)
Archie Bunker - (ISTJ)
Edith Bunker - (ESFJ)
Gloria Bunker - (ESFJ)
Michael Bunker - (ENFP)
Charles Ingalls - (ESFJ)
Carolyn Ingalls - (ISFJ)
Laura Ingalls - (ENFJ)
Mary Ingalls - (ISFJ)

2. After determining the personality styles of the Bunker and Ingalls families, discuss how personality style affects the relationships of family members.

CAREER PREFERENCE LIST

RECEPTIONIST
PARAMEDIC
SALESMAN
BUS DRIVER
NURSE
BANKER
WRITER
PSYCHOLOGIST
MILITARY OFFICER(Army, Navy, Air Force, Marines)
PROFESSIONAL ATHLETE
ENGINEER
LAWYER
FIREMAN
INTERIOR DECORATOR
DRESS DESIGNER
VETERINARIAN
ACCOUNTANT
MECHANIC
BRICKLAYER

DENTAL HYGIENIST
STUNT PERSON
WAITRESS
SALES CLERK
TEACHER
DENTIST
POET
MINISTER
PILOT
DANCER
TRUCK DRIVER
SCIENTIST
PHARMACIST
POLICEMAN
ARTIST
COMPUTER PROGRAMMER
FOREST RANGER
REAL ESTATE AGENT
NEWSCASTER
ELECTRICIAN

SOCIAL WORKER
ZOO KEEPER
CHEF
DOCTOR
SECRETARY
HAIRDRESSER
ACTOR/ACTRESS
CARPENTER
SINGER
PHOTOGRAPHER
ARCHITECT
MUSICIAN
FARMER
FLIGHT ATTENDANT
DRESSMAKER
JOURNALIST
LIBRARIAN
COUNSELOR
GARDNER

CHOICES

1. ______________________ 2. ______________________ 3. ______________________

PERSONALITY STYLE CARDS

ISTJ	ISFJ
ISTP	ISFP
INFJ	INTJ
INFP	INTP

CUT

CUT

CUT

CUT

PERSONALITY STYLE CARDS

ESTP

ESFP

CUT

ESTJ

ESFJ

CUT

ENFP

ENTP

CUT

ENFJ

ENTJ

CUT

CAREER STYLE CARDS

PERSONALITY STYLE : ______________________________

CAREERS SUITABLE: 1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

REASONS: 1. ____

2. ____

3. ____

4. ____

LESSON 39

TITLE: LEARNING AND PERSONALITY STYLES

GOAL: TO INTRODUCE AND INCREASE AWARENESS OF LEARNING STYLES

LESSON OVERVIEW: Developing awareness of learning styles as they apply to the four personality styles (NT, NF, SP, SJ).

MATERIALS:

Instruction Sheet
Glue
Scissors
Magazines
Construction Paper
Cloth Material
Learning Styles Chart

PROCEDURE:

A. Small or large group activity

1. Advise students that they will be doing an art activity.

2. Distribute Instruction Sheet to each student and discuss.

3. Instruct students to fill in name and personality style on Instruction Sheet and circle the instruction plan they intend to follow.

4. Allow students 15-20 minutes to complete project.

5. Pass out Learning Styles Chart to the students and discuss learning styles they preferred. Empahsize that:

   a. These styles are only general ideas which may or may not be useful to them.

   b. It is important to notice that not all students are best able to learn by the same method. Just as people are different, so are the ways that they best learn.

TRANSFER ACTIVITY: Observe how teachers teach. Do they vary their teaching methods to fit the needs of different learning styles?

BEHAVIORAL OBJECTIVES:

1. Student will verbally express one learning style trait for each of the four personality styles.
2. Given a list of learning style traits, student will match to personality style.

FOLLOW-UP:

1. Have class member describe a student's style of learning that seems successful.
    a. Have the class determine what type this student may be.
2. How might an NF approach learning so that it would be a successful and enjoyable experience? An NT, SP, SJ?

NAME________________________________ TYPE________________________

INSTRUCTION SHEET

All of the instructions below are about making a collage with the materials provided.

A. Have fun! Make whatever kind of collage comes to your mind. Go Wild!

B. Make a collage that will let people know about the real you! Maybe a collage about your feelings:

....about a friend
....about being different
....about peace

C. If you want to use your intellectual curiosity and work independently, choose an article (about which you know very little or nothing at all) in one of the magazines. Spend a few minutes reading it and present it as a collage in a logical manner.

D.
1. Choose a picture in a magazine that you like.
2. Look closely at the details.
3. Choose art materials that best match the details.
4. Make a reproduction of the picture you chose.

LEARNING STYLES CHART

The SP Personality Style prefers:

- physical involvement
- hands-on experience
- objects with moveable parts to manipulate
- lots of activity and freedom to move about
- media presentations that are entertaining
- competition

The SJ Personality Style prefers:

- workbooks
- structure
- lessons presented in a sequential order
- clear directions
- question and answer sessions conducted by the teacher
- studying facts or procedures

The NF Personality Style prefers:

- interaction with teachers and other students
- a democratically run classroom
- to work independently for awhile and then get some feedback through talking
- cooperation
- recognition and acknowledgement
- abstract subjects

The NT Personality Style prefers:

- to know how idea was conceived
- to know how idea was put together
- to know what contradictions can be found
- to know what the unanswered questions are
- to know why things are
- learning independently
- logical explanations
- following up through reading

LESSON 40

TITLE: ASSERTION AND PERSONALITY STYLE

GOAL: TO INCREASE AWARENESS OF THE RELATIONSHIP BETWEEN ASSERTIVE SKILLS AND PERSONALITY STYLE.

LESSON OVERVIEW: Developing awareness of how each of the four personality styles (NT, NF, SP, SJ) uses assertive skills

MATERIALS:
Index cards
pencils

PROCEDURE:

A. Small or large group activity

1. Pass out the index cards to the students.
2. Divide the class into 2 groups.
3. Ask the first group to write a compliment to someone in the class on their card. They should not put their name or their classmates' name on the card.
4. Ask the second group to write an opinion on their cards, and also, not to put their names on the cards.
5. Have the students hand in the cards.
6. Divide the students into groups according to their personality style (SJ, NF, NT, SP).
7. Read a card and have each style group comment on which style of person they felt wrote the card and why. Use as many cards as possible.
8. Ask the students how they notice they behave when being assertive and how their style influences their interactions. EACH PERSON IS ASSERTIVE IN THEIR OWN STYLE.

TRANSFER ACTIVITY: Notice how the members of your family get what they want. How does their type influence how they ask for things?

BEHAVIORAL OBJECTIVES:

1. Student will verbally express 2 ways personality style influence the use of assertive skills.
2. Of a list of assertive comments, students will be able to identify a comment that matches each of the 4 personality styles.

FOLLOW-UP:

1. How do the following dimensions influence a person's assertive comments:

    Extraversion vs Introversion
    Sensing vs Intuitive
    Thinking vs Feeling
    Judging vs Perceiving

    For example, an extravert may assertively ask for what he wants in a crowd, an introvert may try to find one person to ask.

SECTION 11

STAR

Social Thinking And Reasoning

RELAXATION

This section presents ten lessons on relaxation. Adolescent students frequently experience a great deal of stress which results in tension and anxiety. Much of this stress comes from social interactions. As a student learns about him/herself and how to deal assertively with others, he/she also can benefit from learning how to relax and manage stress, since stressful situations are most certain to occur.

This section will teach the students various relaxation techniques to use to control stress. Encourage the students to practice these techniques at home to improve their skills.

LESSON 41

TITLE: RELAXATION: A WAY TO DEAL WITH STRESS

GOAL: TO INTRODUCE THE USE OF RELAXATION AND TO DEAL WITH STRESS

LESSON OVERVIEW: Discussing and introducing the uses of relaxation.

MATERIALS:

paper
pencils

PROCEDURE:

A. Small or large group activity

1. Discuss the following with the students:

    a. Many times various situations make us feel tense and upset. Feeling tense and upset results from being under stress. So stressful situations can result in people feeling tense and upset. There are many situations which typically cause stress, but one of the main situations is having problems with other people. If we have problems with our friends, teachers, or family, it can cause us to feel tense and upset.

    b. People do not only feel emotionally tense and upset, but their body reacts to stress also. Their muscles become tight, they may get headaches or stomach aches. So when you are under stress, you not only have an emotional reaction, but you also have a physical reaction.

    c. One way to keep stressful situations from having such an effect on us is to learn how to control our reactions. One way to control your reactions is to learn how to relax when you need to

   d. In this section of activities, we will be looking at and trying different methods of relaxation.

2. Ask the students to pair up and brainstorm as many situations as they can think of that cause them to feel tense, and upset or under stress. Ask them to make a list.

   a. Bring the class back together and ask the students to volunteer some of the situations they listed. List several of these situations on the board.

   b. Ask the students what they typically do in these situations. Is their response passive, aggressive, or assertive?

   c. Mention that learning how to relax under stress helps students to be more assertive because they can decide what to do in a more relaxed manner.

   d. Ask the students again to pair up with their partner and list their typical reactions to the situations and to note if these reactions are passive, aggressive or assertive.

TRANSFER ACTIVITY: Tonight on TV, notice the things that people do or things that happen on different shows that make you feel tense or upset.

BEHAVIORAL OBJECTIVES:

1. Students will verbally express three situations which cause them stress.

2. Given a list of emotions, students will select three that describe how they feel when under stress.

FOLLOW-UP:

1. How might you react to these situations? -

   a. you just received an F on your math test

   b. your best friend invited someone else to go to Disneyland

   c. you have to babysit your little brother again

2. Considering the above situations -

   a. For how long would you feel bad or upset about them?

LESSON 42

TITLE: RELAXATION TECHNIQUES

GOAL: TO PRESENT FOUR RELAXATION TECHNIQUES USED TO DEAL WITH STRESS

LESSON OVERVIEW: Presention of progressive, autogenic, visualization, and diaphragmatic breathing techniques.

MATERIALS: None

PROCEDURE:

A. Small or large group activity

1. Present the following information and brief exercises -

a. Progressive Relaxation:

i. Progressive relaxation is a relaxation technique in which one tenses and relaxes various muscles of the body. This technique was developed because stress causes muscle tension; and, if a person can learn to control certain muscles by tensing them, s/he can also control those muscles by relaxing them.

ii. Take a moment and ask the students to notice if any particular muscles are tense at this time (i.e., neck, shoulders, etc.).

iii. Ask the students to make a fist with their hands - squeeze hard, harder .... do not hurt yourself. Feel how tight they are? Feel how tight your arms are? This is what we call tension and we say our hands feel tense. Each of us has different areas in our bodies that hold tension and stress. For some, your stomach, your shoulders, your jaw, or maybe your forehead are the tension areas in your body. After you have learned progressive relaxation you will be able to think about body parts and relax them when you feel tense.

iv. In progressive relaxation, you will learn to relax by being intructed to tense and relax your arm muscles, stomach muscles, leg muscles, and facial muscles. Because you are active in this relaxation technique, this is called an active relaxation technique.

b. Autogenic Relaxation:

i. Autogenic Relaxation is a relaxation technique in which one lies still and imagines a warm and heavy feeling in their arms and legs. Many times the thought of feeling warm and heavy causes a person to feel relaxed; and, again, this method teaches a person to have control over the feelings they experience in their arms and legs.

ii. In this method you will learn to relax by listening to instructions, and giving yourself instructions to let your arms and legs feel warm and heavy.

c. Visualization:

i. Visualization is a relaxation technique in which one imagines a very peaceful scene of a place where they feel totally relaxed. By imagining they are there they can feel relaxed. Each of us can remember certain places we have been that were relaxing to us, or we can listen to a description of a scene by someone else and feel relaxed.

ii. In this method you will create your own relaxing scene or listen to a description of a scene which will cause you to feel relaxed.

d. Diaphragmatic Breathing:

i. Diaphragmatic Breathing is a relaxation technique in which one uses deep breathing to relax the body. This is a specific type of breathing in which one expands the diaphram muscle to insure a deep breath.

ii. In this method, you will learn to relax by lying quietly and breathing as instructed.

TRANSFER ACTIVITY: Notice how your body lets you know when you are under stress and feeling tense and upset.

BEHAVIORAL OBJECTIVES:

1. Students will verbally describe 2 relaxation techniques.

2. Given a list of techniques and exercises, students will be able to identify one relating to each of the following methods: progressive, autogenic, visualization, and diaphragmatic breathing techniques.

FOLLOW-UP:

1. Do you feel you now have ideas on how to relax or feel relaxed when you want to?

2. What do you do to relax? Are any of your methods similar to the methods discussed in this lesson? (For example, if you play sports to relax, that is similar to progressive relaxation, because you tense your muscles during the activity and feel muscular relaxation when finished. Also, watching TV is somewhat similar to visualization.)

LESSON 43

TITLE: PROGRESSIVE RELAXATION TECHNIQUES

GOAL: TO TEACH THE MUSCLE TENSING AND RELAXING EXERCISES OF PROGRESSIVE RELAXATION

LESSON OVERVIEW: Teaching and practicing specific techniques to tense and relax muscles to enable the students to participate in a progressive relaxation experience.

MATERIALS: Progressive Relaxation Exercise Sheet

PROCEDURE:

A. Small or large group activity

1. Have students pair up, as they will be instructing each other in muscle tensing and relaxing exercises.
2. Have each pair find a space which will allow one person to lie down as the other partner instructs.
3. Pass out to each pair the "Progressive Relaxation Exercise Sheet" and have the students take the role of "instructor" and "student". "Instructors" should spend 10 minutes working with their "students" and then reverse roles.
4. "Instructors" need to act in a manner that is relaxing to their "students", using a quiet, evenly modulated voice.
5. It would be useful to model, giving instructions in a few tensing and relaxing exercises for the students before they begin with their partners.

TRANSFER ACTIVITY: When you feel tension in a certain area, tighten up the muscle in that area, and hold this position briefly. Then release. Let those muscles relax and stretch.

BEHAVIORAL OBJECTIVES:

1. Students will verbally state instructions for tensing and relaxing two muscle groups.
2. On a list of instructions on various relaxation techniques, students will be able to identify 2 techniques which are for tensing and relaxing muscle groups.

FOLLOW-UP:

1. The following is a short exercise to relax the body while in the classroom -
    - a. Get as comfortable as possible in your chair, sitting up straight, with your feet on the floor. Then, when you feel comfortable, close your eyes.
    - b. Tense the muscles in your feet and legs, and hold this position. Now relax; let the muscles completely relax.
    - c. Now tense the muscle around your stomach, and hold this position. Now relax; let the muscles completely relax.
    - d. Now tense the muscles in your shoulders and neck, and hold this position. Now relax; let the muscles completely relax.
    - e. Now tense the muscles in your hands and arms, and hold this position. Now relax; let the muscles completely relax.
    - f. Now tense the muscles in you face, and hold this position. Now relax; let the muscles completely relax.
    - g. When you feel ready, open your eyes, feeling refreshed and ready to work!

PROGRESSIVE RELAXATION EXERCISE SHEET

1. "Lie down on your back with arms and legs not touching other parts of your body."

2. "Pay attention to your feet. Notice any tension. Now tense the muscles in your right foot, hold and let it go. Do not tense the muscle so that they hurt; just feel the muscle tension. Now tense the muscles in your right foot again, and hold it, and let it go -- let the muscles relax more than they have ever relaxed before."

3. Repeat the above instructions with the muscles listed below, following the order given:

   left foot
   right calf
   left calf
   right thigh
   left thigh
   stomach
   right hand
   left hand
   right arm
   left arm
   right shoulder
   left shoulder
   jaw
   face
   whole body

4. "When I count to five, you will open your eyes feeling relaxed and refreshed."

LESSON 44

TITLE: PROGRESSIVE RELAXATION EXPERIENCE

GOAL: TO PROVIDE AN EXPERIENCE IN PROGRESSIVE RELAXATION

LESSON OVERVIEW: To provide a progressive relaxation exercise to enable students to experience this method of relaxation.

MATERIALS: None

PROCEDURE: A. Small or large group activity

1. Progressive Relaxation Experience -

   This activity, done lying on the floor, helps the body by dissolving muscle tension.

   INSTRUCTIONS

   "This is an activity that can help us learn to relax our bodies and minds by tensing and releasing muscles. We cannot be tense and relaxed at the same time, so if we learn to relax, we can avoid wasting energy through muscle tension. If you ever feel tense while asking a question or taking a test or anytime, you can use the feeling of relaxation to feel better."

   "Let's begin by lying on our backs on the floor and not touching anyone else. Find a way of lying down that is completely comfortable. Now close your eyes and think of your hands. Feel the bones inside them, feel the muscles that move the bones, feel the weight of them on the floor. Now make a fist with your hands and clench tightly. Hold your hands tightly (ten seconds). Now relax and feel the soothing, tingling feeling of relaxation come into your hands."

   Pause (ten seconds or so between instructions)

"Now draw up your arms and tighten your biceps as tight as you can. Hold them tightly (ten seconds). Now relax and feel the tension drain out of your arms."

Pause

"Shrug your shoulders now, pushing them as if to push them up through your ears. Hold them tightly there (ten seconds). Now let them go and feel all the tension drain out of your body."

Pause

"Continuing to keep your eyes closed, open your mouth as far as it will go, stretching the muscles at the corners of your mouth. Hold it tightly (ten seconds). Relax and enjoy the tingling feeling as the tension dissolves in your mouth."

Pause

"Now press your tongue against the roof of your mouth and tighten your jaw muscles. Press tightly and hold it (ten seconds). Now let go and relax. Let the peaceful feeling of relaxation flow through your body."

Pause

"Now wrinkle your nose and make a face. Scrunch up your face tightly and hold it (ten seconds). Relax now, feeling the tension flow out of your face."

Pause

"Now tighten the muscles of your chest, stomach, and abdomen. Draw all of the muscles in tightly and hold them tense (ten seconds). Now let them go, feeling the soothing feeling of relaxation pour in."

Pause

"Now tense the muscles of your thighs by straightening your legs. Hold them tightly (ten seconds). Now relax your thighs--let all of the tension drain out of them."

Pause

"Now tense the backs of your legs by straightening your feet. Hold your legs tensely (ten seconds). Now relax them and let all of the tension go."

Pause

"Now tense your feet by curling the toes. Keep them curled tightly (ten seconds). Now relax your toes and feel the delicious feeling of relaxation come into your feet."

Pause

"Your whole body is feeling loose and relaxed now. Feel yourself completely supported by the floor, and breathe deeply, and as you breathe in, let each breath fill your body with deeper and deeper feelings of relaxation."

Pause

"See if there are any places of tension left in your body. If you feel tense in some area, take a deep breath and send the breath to that place. Fill that tense area with breath, and let the feeling of tension leave your body."

Pause

"Let the soothing feeling of relaxation fill your body. Each breath takes you deeper and deeper into relaxation."

Pause (5 minutes)

"Now you will be coming out of relaxation in a moment, and you will feel rested and alert. I will count backward from ten to one, and as I do, feel your body becoming alert at your own rate."

"Ten, nine, eight, feel the alertness returning to your body. Seven, six, five, feel your toes and fingers begin to move. Four, three, move your arms and legs. Two, eyes. One, get up slowly, feeling completely rested and alert."

2. Allow your students approximately 5 minutes to sit up and readjust to the classroom.
3. Ask your students to describe their experience. Did this exercise relax them or did they find it difficult to relax using this method?

TRANSFER ACTIVITY: Before you go to sleep tonight, practice this method of relaxation.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express instructions to tense and relax 3 different muscle groups.
2. Of a list of muscle groups, students will be able to identify 3 of the muscle groups which are successfully relaxed by progressive relaxation.

FOLLOW-UP:

1. What did your muscles feel like during the period of total relaxation? Describe the sensations you felt.
2. What was your mind doing during the period of total relaxation? Describe the thoughts you were having.

LESSON 45

TITLE: AUTOGENIC RELAXATION TECHNIQUES

GOAL: TO TEACH TECHNIQUES OF AUTOGENIC RELAXATION

LESSON OVERVIEW: Teaching and practicing specific techniques to tense and relax muscles to enable the students to participate in an autogenic relaxation experience

MATERIALS: Autogenic Relaxation Exercise Sheet

PROCEDURE: A. Small or large group activity

1. Have students pair up, as they will be instructing each other in autogenic relaxation.
2. Have each pair find a space which will allow one person to lie down as the other partner instructs them.
3. Pass out to each pair the "Autogenic Relaxation Exercise Sheet" and have the students take the role of "instructor" and "student". "Instructors" should spend 5 minutes working with their "students" and then reverse roles.
4. "Instructors" need to act in a manner that is relaxing to their "students", using a quiet, evenly modulated voice.
5. It would be useful to model, giving instructions of a few autogenic phrases for the students before they begin with their partners.

TRANSFER ACTIVITY: Tonight, as you are going to sleep, pay attention to the feelings of warmth and heaviness in your limbs and notice the differences, if any, in the feelings you experienced during the exercises today.

BEHAVIORAL OBJECTIVES:

1. Students will verbally state instructions for autogenically relaxing the limbs.
2. On a list of instructions on various relaxation techniques, students will be able to identify 2 techniques which are for autogenically relaxing muscle groups.

FOLLOW-UP:

1. The following is a shortened sequence to relax the body while in the classroom.
   a. Look around to see that all is well around you. Then close your eyes. Lay your head on your desk and relax in your chair comfortably.
   b. Say to yourself -
      1. "My arms are warm and heavy." (repeat 3 times)
      2. "My legs are warm and heavy." (repeat 3 times)
      3. "I feel the warmth and heaviness." (repeat 3 times)
      4. "I am completely relaxed." (repeat 3 times)

AUTOGENIC RELAXATION EXERCISE SHEET

1. "Lie down on your back with arms and legs not touching other parts of your body."

2. "Let your body relax, and as your body begins to feel comfortable, let your eyes close. Just relax, feeling more and more comfortable. Notice the feeling of warmth in your arms and legs. Notice the feeling of heaviness in your arms and legs."

3. "Pay attention to your right arm. Notice the feelings in your right arm. Say to yourself, my right arm is warm and heavy. Feel the warmth and heaviness."

4. Repeat the above instructions with the list of body parts below, following the order given:

   left arm
   right leg
   left leg
   both arms
   both legs
   arms and legs

5. "When I count to five, you will open your eyes, feeling relaxed and refreshed."

LESSON 46

TITLE: AUTOGENIC RELAXATION EXPERIENCE

GOAL: TO PROVIDE AN EXPERIENCE IN AUTOGENIC RELAXATION

LESSON OVERVIEW: To provide an autogenic relaxation exercise to enable students to experience this method of relaxation

MATERIALS: None

PROCEDURE: A. Small or large group activity.

1. Autogenic Relaxation Experience:

   Autogenic phrases are statements repeated by an individual to direct his/her own relaxation. The teacher first says phrases aloud and you repeat them silently to yourself. Later, you will learn to think through the phrases to induce relaxation.

   "This is a kind of relaxation you will do for yourself. It is called autogenic relaxation. In order to learn the phrases, you will repeat them to yourself silently after you hear me say them. Later you will know the words yourself. Repeat whatever I say three times silently and slowly to yourself. You do not have to believe that what you are saying will make any difference; just think the words to yourself."

   "Get as comfortable as you can. Let your eyes close. Now, say to yourself three times ...

   1. My right arm is warm and heavy (pause to allow student to repeat phrase three times).
   2. My left arm is warm and heavy (pause to allow student to repeat phrase three times).
   3. Both my arms are warm and heavy (pause).
   4. My right leg is warm and heavy (pause).

5. My left leg is warm and heavy (pause).
6. Both my legs are warm and heavy (pause).

"Now as you breathe in, say to yourself 'I am warm'. As you breathe out, say silently, 'I am relaxed' (pause to allow time for several repetitions)."

"Now you will be coming out of relaxation in a moment, and you will feel rested and alert. I will count backward from ten to one, and as I do, feel your body becoming alert at your own rate."

"Ten, nine, eight, feel the alertness returning to your body. Seven, six, five, feel your toes and fingers begin to move. Four, three, move your arms and legs. Two, eyes. One, get up slowly, feeling completely rested and alert."

2. Allow your students a few moments to sit up and readjust from deep relaxation.

3. Ask your students to describe their experience. Did this exercise relax them, or did they find it difficult to relax using this method?

4. Have your students prepare to participate in another type of relaxation technique similar to autogenic relaxation.

Find a spot that feels good, then lie down. Let your body move around until it finds a comfortable place, and then let it settle down on that spot, comfortably supported by the floor. Now, we are going to go through various parts of the body, telling each part to relax, and as you tell each part to relax, you will be able to feel a soothing feeling of relaxation enter that part of your body. Let your eyes close gently.

1. Think about the TOP OF YOUR HEAD and feel it becoming pleasantly warm and relaxed......
2. Now feel the warmth moving slowly down the RIGHT (LEFT) SIDE OF YOUR HEAD feeling very relaxing, very comfortable as it sinks downward across the side of your head....(Repeat these phrases focusing attention on the left side of the head.
3. Now the warmth of the blood flow is moving through the NECK muscles which are relaxing, feeling comfortable, more and more comfortable, allowing the warmth to move easily onward and begin to pass across the top of your shoulder warming as it goes....

4. You are now feeling very comfortable as the warmth relaxes these muscles and reaches the SHOULDER JOINT which is releasing all it's tension and allowing the warmth to pass onward as the blood vessels widen more and more, feeling more and more comfortable, etc.....

5. Now the warmth is moving downward from the UPPER ARM slowly and pleasantly to the ELBOW, relaxing as it goes.....

6. Your ELBOW now is relaxing completely, giving up all it's tension and tightness and allowing the warth to easily and gently pass through as the blood vessels relax and widen feeling comfortably heavy and pleasant.....

7. Now feel the warm blood flow as it begins to move from the ELBOW through the LOWER ARM, relaxing, warming and relieving all the tension as it moves downward, feeling more and more pleasant, more and more relaxed and comfortable....

8. The warmth is now passing onward into and through the wrists moving freely and smoothly as your hand begins to feel the relaxing sensation, etc.....

9. The warmth is now spreading across your RIGHT (LEFT) HAND which is feeling pleasantly and thoroughly relaxed.....

10. The warmth of the blood flow is reaching the ends of your FINGERS which are now warming more than ever because all of the tension and tightness is evaporating, leaving them feeling very, very relaxed.....

Now think how the warmth from the top of your head passes down the right side of your head and on into the relaxed muscles and blood vessels of the neck...across the top of your shoulder and easily into the shoulder joint, which is now tension-free, allowing the warmth to steadily flow down through the upper arm through the elbow joint and easily through the lower joint through the wrist across the hand and finally to the tips of your fingers... which are getting increasingly warmer...etc.

"You can use this feeling of relaxation whenever you want to feel more comfortable and relaxed. Just tell your whole body to relax, and it will listen to you."

"Now you will be coming out of relaxation in a moment, and you will feel rested and alert. I will count backward from ten to one, and as I do, feel your body becoming alert at your own rate."

"Ten, nine, eight, feel the alertness returning to your body. Seven, six, five, feel your toes and fingers begin to move. Four, three, move your arms and legs. Two, eyes. One, get up slowly, feeling completely rested and alert."

5. Ask your students to comment on their reaction to this relaxation exercise.

TRANSFER ACTIVITY: Ask a member of your family to let you instruct them in autogenic relaxation. Ask what they experienced during this relaxation exercise.

BEHAVIORAL OBJECTIVES:

1. Students will verbally express instructions to relax one body part through autogenic relaxation.
2. Of a list of body parts, students will be able to identify 3 of the parts which are successfully relaxed by autogenic relaxation.

FOLLOW-UP:

1. Of progressive and autogenic relaxation, which method seemed to work best to relax you?
    a. How do you explain this?
2. Have you noticed many students who seem tense that could benefit from these relaxation exercises? Can you think of a shortened way to use these exercises if you are feeling tense while you're at school?

LESSON 47

TITLE: VISUALIZATION RELAXATION TECHNIQUES

GOAL: TO TEACH TECHNIQUES OF VISUAL IMAGERY FOR RELAXATION

LESSON OVERVIEW: Teaching and practicing specific techniques to visualize scenes and images to enable the students to participate in a visualization experience for relaxation

MATERIALS: Visualization Relaxation Exercise Sheet

PROCEDURE:

A. Small or large group activity

1. Have students pair up, as they will be instructing each other in visualization.
2. Have each pair move to allow space for them to quietly converse.
3. Pass out to each pair the "Visualization Relaxation Exercise Sheet" and have the students take the role of "instructor" and "student". "Instructors" should spend 5 minutes working with their "students" and then reverse roles.
4. "Instructors" need to speak with a relaxing, quiet voice.
5. It would be useful to model giving instructions for visualizing a scene for the students before they begin with their partners.

TRANSFER ACTIVITY: Ask a member of your family to tell you about a place they have been that was very relaxing for them. Ask about enough details so you can picture the scene yourself. Would visualizing this scene be relaxing to you?

BEHAVIORAL OBJECTIVES:

1. Students will verbally state instructions for visualizing one scene.
2. Of a list of instructions on various relaxation techniques, students will be able to identify 2 techniques which are used for visualization.

FOLLOW-UP:

1. The following is an exercise to relax the mind and body while in the classroom:
    a. Imagine floating on a cloud high in the sky, you enjoy the feeling of the cloud and look down to view the earth below. Feeling warmed by the sun on your cloud, notice how much you can see. Notice how well you can see all the forests, oceans, ...all the beautiful scenery below you. Everything seems so clear from your cloud and you can imagine you are on this cloud whenever you want to see and understand things clearly. And now imagine your cloud has left you on the soft grass near your school, and you walk to school feeling certain that you can see and understand things clearly. And when you are ready, open your eyes, being here in class, feeling relaxed and refreshed

VISUALIZATION RELAXATION EXERCISE SHEET

1. "Let your body relax, and as your body begins to quiet down and become comfortable, let your eyelids close."

2. "I want you to imagine you see a forest, visualize a forest until I ask you to stop the image." (time student for 30 seconds)

3. Repeat the above instruction with the images below:

   the mountains behind the forest (45 seconds)
   the sun setting in the mountains behind the forest (1 minute)
   the glow of the sun as it sets across the lake surrounded by the mountains and the forest (1 minute)

   a. Ask the student to describe what they see in this scene.

4. Now ask the student to visualize the following scenes:

   "Close your eyes and picture yourself in a cool, quiet place in the forest - notice a calm, gentle breeze. Breathe slowly and deeply, smelling fragrant pine trees. Sit and lean against a giant redwood tree - relax and allow the tree to support you. Repeat to yourself, "I am calm. I am peaceful."

   "Close your eyes and imagine yourself on a sunny beach. The sand is smooth and warm as you watch small waves gently breaking. Your breathing is deep and regular - inhale slowly as a wave inches up the shore - exhale as the water flows gently back into the ocean. Feel all tightness leaving your body and being replaced by the warmth from the sun."

   a. Ask the student to describe what else s/he sees in this scene.

LESSON 48

TITLE: VISUALIZATION RELAXATION EXPERIENCE

GOAL: TO PROVIDE A VISUALIZATION EXPERIENCE

LESSON OVERVIEW: To provide a visualization exercise to enable students to experience this method of relaxation

MATERIALS: None

PROCEDURE: A. Small or large group activity

1. Today we are going to create a room in our imaginations. It will be a very special workroom. You will be able to go there whenever you have a problem, feel uptight or worried. You will learn how to use your workroom as a very special place. Now....follow my directions.

   Take a breath...now relax...take another breath...now relax and close your eyes.

   Let's begin:

   a. Build a floor for your special room. Choose a material that you like. Notice the color and the shape of the floor.

   b. Now build the walls and a ceiling. Choose a material that you will like. Look at what you have created and get a clear picture of your room.

   c. Create a desk. Notice what type of desk it is. Notice its size and shape. Add a chair to sit in at your desk. Make it very comfortable so you can relax when you sit in it. Notice what the inside of your room looks like.

   d. Put a telephone on your desk. This special phone will call anywhere in the world free. Hook up this phone to a TV so you are able to see the person you call.

e. Install a special clock that can go forward and backward in time.

f. Hang up a calendar that can go forward and backward in time.

g. Sit down at your desk. Look up across your room and build a stage. While you are sitting at your desk, look up at the stage and see yourself standing there.

h. Next, build a very special closet in one corner of your room. Think carefully of all the things you sometimes dream of being in your imagination. Now, put all the outfits of the things you imagine in this closet.

i. On the other side of the room, install a tape deck system. All the information you will ever need to know is recorded onto the tapes you have in this tape deck system.

j. Last, include a movie screen and movie projector.

Review items a-j.

Recall the floor, ceiling and other aspects of the room participants are using, before having them open their eyes.

Conclusion:

Anytime you want, you can go to your special room to relax and solve problems. Go there when you need time alone to think things out. Stress that it is easier to solve problems when we relax and have a place to go where we can think straight.

TRANSFER ACTIVITY: Practice going to your "workroom" if a problem arises at home tonight. Visualize your workroom again and add anything to it that you would like to have to make the room more relaxing.

BEHAVIORAL OBJECTIVES:

1. Students will verbally express instructions to visualize 2 different scenes.
2. Of a list of scenes, students will be able to choose 2 that are personally relaxing.

FOLLOW-UP:

1. Describe the sensations you felt during the period of visualizations.
2. What was your mind doing during the period of relaxation? Describe other scenes you may have seen during the visualization.

LESSON 49

TITLE: DIAPHRAGMATIC BREATHING TECHNIQUE AND EXPERIENCE

GOAL: TO PROVIDE AN EXPERIENCE IN DIAPHRAGMATIC BREATHING TECHNIQUES.

LESSON OVERVIEW: To provide a breathing exercise to enable students to experience this method of relaxation.

MATERIALS: None

PROCEDURE:

A. Small or large group activity

   1. Many students do not know how to breathe deeply. If you are breathing in a shallow way, your chest will move up and down.

      a. Demonstrate shallow breathing.

      b. Ask students to place their hand on their chest and notice how it feels to breathe in a shallow way.

   2. Complete breathing -

      a. When you breathe deeply and slowly, your abdomen will move in and out, using the muscle of the diaphram and notice how the abdomen expands during deep breathing.

b. Students should place their hand on their abdomen and breathe in for a count of 2, hold the breath for a count of 2, and breathe out for a count of 2.

c. Practice step b, until the breathing can be done smoothly. Breathe in - 1, 2, hold it - 1, 2 - breathe out - 1, 2.

d. Notice a feeling of relaxation and calmness after the deep breathes.

TRANSFER ACTIVITY: Before a classroom assignment, practice several diaphragmatic breaths and notice if your concentration ability changes.

BEHAVIORAL OBJECTIVES:

1. Student will verbally express instructions for diaphragmatic breathing.
2. Of a list of breathing techniques, students will identify those which are for diaphragmatic breathing.

FOLLOW-UP:

1. This is an additional exercise in breathing. Many people find deep breathing makes them more calm and more energetic.
   a. Sit comfortably, sitting up straight with feet on the floor.
   b. Using a diaphragmatic breath, begin breathing calmly and deeply.
   c. As you breathe, count each breath, up to ten, and then begin counting again. If you lose track of your counting, simply start over at one.

d. Now, practice breathing deeply and counting your breathes for the next two minutes. Pay attention to the air coming in and going out.

LESSON 50

TITLE: REVIEW OF RELAXATION TECHNIQUES

GOAL: TO REVIEW EACH RELAXATION TECHNIQUE

LESSON OVERVIEW: Reviewing through experiencing each of the relaxation techniques.

MATERIALS: None

PROCEDURE: A. Small or large group activity

1. The following are instructions to review each relaxation technique through short experiential activities -
   a. Tensing and relaxing muscles to relax the body
      1. Close your eyes and pay attention to the feelings in your body.
      2. When you notice muscles that are tense, tighten the muscles in that area, and hold the position for a few seconds. Relax the muscle.
      3. Repeat this procedure with the other tense areas of your body.
      4. When you feel relaxed, open your eyes feeling refreshed and alert.

b. Autogenic Thoughts to Relax -

1. Close your eyes and imagine a warm, heavy liquid flowing through your veins, letting each part of your body become more and more relaxed with a feeling of heaviness and warmth.

2. Feel the warmth and heaviness flow down from the top of your head to the bottom of your feet.

c. Visualization to Relax -

1. Sitting comfortably, relax and close your eyes.

2. Imagine one of your favorite places where you feel calm and relaxed.

3. See the surroundings of this favorite place. Notice the weather and the colors. Notice everything around you.

4. See yourself relaxing in this favorite place, noticing any sounds or smells.

5. Spend some time relaxing and enjoying this favorite place, with nothing to worry you, nothing to bother you, just enjoy the peaceful, quiet experience.

6. And when you feel ready, open your eyes feeling relaxed and refreshed.

d. Deep Breathing to Relax -

1. Sitting comfortably, close your eyes and pay attention to your breathing.

2. Begin to breathe more deeply and slowly, notice that with each breath your breathes are deeper and deeper.

3. Notice the feelings in your body and let your body relax more with each breath.

4. When you feel ready, open your eyes, feeling alert and refreshed.

TRANSFER ACTIVITY: Practice the method of relaxation that is most comfortable to you today when you come home from school.

BEHAVIORAL OBJECTIVES:

1. Student will verbally give instructions for a quick-relaxation experience for one of the 4 relaxation techniques.
2. On a list of 4 quick-relaxation experiences, students will be able to name 2 of the 4 relaxation experiences.

FOLLOW-UP:

1. Write a short description about your own way to release tension and relax stress and tension. Mix the techniques you have learned or add your own.
2. Pair up with another student in your class and practice your new techniques

Glossary

AGGRESSIVE BEHAVIOR	expressing yourself in inappropriate ways that do not respect the rights of others.
ASSERTIVE BEHAVIOR	expressing yourself in appropriate ways that respect the rights of yourself and others.
ASSERTIVE MESSAGE	a clear, honest, and direct message expressing an opinion, desire, or feeling.
ASSERTIVE REFUSAL	saying no in an assertive way.
ASSERTIVE REQUEST	asking for something in an assertive way.
FOGGING	agreeing with the part of a criticism that may be correct without agreeing with the implied message.
FREE INFORMATION	information given to someone which goes beyond the question or given without being asked.
IGNORING	overlooking statements that imply you should, have to, or ought to do something.
MIRRORING	restating what has just been said when someone tells you you have to, ought to, or should do something.
NEGATIVE ASSERTION	accepting and agreeing with criticism about an error or mistake you have made.
NEGATIVE INQUIRY	responding to criticism by encouraging the person criticizing to give you more information.
PASSIVE BEHAVIOR	expressing yourself in ways that do not respect your own rights.
SELF-DISCLOSURE	information given about yourself to someone during a conversation.

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